

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 10, 2014**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
November 10, 2014

1. Minutes of the October 20, 2014 meeting. (pages 1-2) were approved by email October 23, 2014.
2. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised prerequisite INDS 4000 (pages 3-5)
 - b. Revised minor in Women's and Gender Studies (pages 6-7)
 - c. Deactivation of FREN 3120, 3301, and 3302 (pages 8-9)
 - d. Deactivation of GRMN 3560, 3570, 3580, and 4420 (pages 10-11)
 - e. Deactivation of PHIL 5150, 5190, 7100, 7900, 9070, REL 3501, 3502, and 3503 (pages 12-13)
 - f. Deactivation of WGST 3010 (pages 14-15)
 - g. Deactivation of WGST 3020 (pages 16-17)
 - h. Deactivation of WGST 4220 (pages 18-19)
3. **COLLEGE OF BUSINESS**
 - a. Revised course description ACCT 3100 (pages 20-22)
 - b. Revised course title ACCT 3203 (pages 23-24)
 - c. Revised course title and description ACCT 3400 (pages 25-27)
 - d. Revised course title and description ACCT 4400 (pages 28-30)
 - e. Revised course description ACCT 4410 (pages 31-33)
 - f. Revised course description ACCT 4500 (pages 34-36)
 - g. Revised course prerequisite ACCT 4800 (pages 37-38)
 - h. New course ECON 3600H (pages 39-46)
 - i. New course ECON 3610 (pages 47-55)
 - j. New course ECON 3610H (pages 56-64)
 - k. Revised course title FIN 2380 (pages 65-72)
4. **COLLEGE OF THE ARTS**
 - a. Revised College of the Arts narrative (pages 73-75)
 - b. Revised senior curriculum for BFA in Theatre Arts – New Track – Theatre Management (pages 76-82)
 - c. New course THEA 4740 (pages 83-87)
 - d. Revised Department of Music narrative (pages 88-90)
 - e. Revised minor in Music (pages 91-93)
 - f. New course MUE 3000 (pages 94-104)
 - g. Revised course credit hours, prerequisite, and description MUSC 3100 (pages 105-107)
 - h. Revised course prerequisite MUSC 1011 (pages 108-109)
 - i. Revised course credit hours MUSC 1101 (pages 110-112)
 - j. Revised course prerequisite and description MUSC 3860 (pages 113-115)
 - k. New course MUSC 3861 (pages 116-122)
 - l. Deactivation of ARED 2020, ARID 4510, ARTH 4170 and 4180 (pages 123-124)
 - m. Deactivation of COMM 3090, 3230, THEA 2830, 3500, 4900, and 4960 (pages 125-127)
 - n. Deactivation of MUE 2000, 3640, 3740, MUSC 3171, 3300, and 3960 (pages 128-129)
5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. New Program K-5 Mathematics Endorsement (pages 130-132)
 - b. New course ECED 6010 (pages 133-140)
 - c. New course ECED 6020 (pages 141-148)
 - d. New course ECED 6030 (pages 149-156)
 - e. New Program K-5 Science Endorsement (pages 157-159)
 - f. New course ECED 6110 (pages 160-169)
 - g. New course ECED 6120 (pages 170-179)
 - h. New course ECED 6130 (pages 180-189)
 - i. Revised Admission and program information for the MED in School Counseling (pages 190-196)
 - j. Revised senior college curriculum for the BSED in Special Education – Deaf and Hard of Hearing (pages 197-202)
 - k. Revised Educational Outcomes for the BA and BS in Psychology (pages 203-205)
 - l. New course PSYC 3670 (pages 206-220)
 - m. New course PSYC 3680 (pages 221-232)
 - n. New course PSYC 4025 (pages 233-241)
 - o. New course PSYC 4030 (pages 242-250)
 - p. Revised department narrative for the Department of Health and Physical Education (pages 252-254)
 - q. Revised course prerequisites KSPE 4220 (pages 255-257)
 - r. Revised course prerequisites KSPE 3450 (pages 258-260)
 - s. Revised course prerequisites KSPE 3420 (pages 261-263)
 - t. Revised course prerequisites KSPE 3411 (pages 264-266)
 - u. Revised course prerequisites KSPE 3301 (pages 267-269)
 - v. Revised course prerequisites KSPE 3200 (pages 270-272)
 - w. Revised course prerequisites KSPE 3141 (pages 273-275)
 - x. Revised course prerequisites KSPE 3101 (pages 276-278)

- y. Revised course title, and description KSPE 2020 (pages 279-281)
- z. Revised course title, and description KSPE 2010 (pages 282-284)
- aa. Deactivation of KSPE 3330 (pages 285-287)

6. Miscellaneous

- a. Revised Academic Renewal Policy (pages 188-289)

7. 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
October 20, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 20, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Ms. Sarah Arnett (Proxy for Mr. Frank Barnas), Dr. Lorna Alvarez-Rivera, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Dr. Linda Floyd (Proxy for Dr. Dee Ott), Ms. Jessica Lee, and Dr. Xiaoai Ren.

Members Absent: Ms. Denise Atkinson, Dr. Marc Pufong, Dr. Frank Barnas, and Dr. Dee Ott.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Doug Farwell, Ms. Teresa Williams, Mr. Dennis Conway, and Dr. Nicole Cox.

The Minutes of the September 8, 2014 meeting were approved by email on September 15, 2014. (pages 1-3).

A. Academic Affairs

1. Deactivation of PERS 2315, 2381, 2370, 2700, 2420, 2730H, 2310, and 2470 was approved effective Spring Semester 2015 Semester 2015. (pages 4-5).

B. College of Business

1. Deactivation of WMBA 5000, 5010, 5020, 5030, 5040, and 5050 was approved effective Spring Semester 2015. (page 6).

C. College of Nursing and Health Sciences

1. Revised co-requisite for NURS 3101, 3102, 3103, and 3111 was approved effective Spring Semester 2015. (Pages 7-9).
2. Revised curriculum for the BSN in Nursing was approved effective Fall Semester 2015 with the effective date changed from May 2015 to Fall 2015. (Pages 10-13).

D. College of Education and Human Services

1. New program K-5 Mathematics Endorsement was TABLED (pages 14-16).
2. New course ECED 6010 was TABLED (pages 17-24).
3. New course ECED 6020 was TABLED (pages 25-32).
4. New course ECED 6030 was TABLED (pages 33-40).
5. New program K-5 Science Endorsement was TABLED (pages 41-43).
6. New course ECED 6110 was TABLED (pages 44-52).
7. New course ECED 6120 was TABLED (pages 53-61).
8. New course ECED 6130 was TABLED (pages 62-70).

E. College of the Arts

1. Deactivation of MUSC 1110 effective Spring Semester 2015. (pages 71-72).
2. Revised prerequisites, Music (MUSC) 1011, "Music Theory I, (MUSIC THEORY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 73-74).

3. Revised requirements for the minor in Music were approved effective Fall Semester 2015 with the effective date changed from Spring 2015 to Fall 2015. (pages 75-76).
4. New course, Mass Media (MDIA) 4952, "EMAC Seminar, (EMAC SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...Restricted to Seniors. A capstone... (pages 77-80).
5. Revised curriculum for the BFA in Mass Media – Emergent Media and Communication Track was approved effective Fall Semester 2015. (pages 81-83).
6. Revised prerequisites, Dance (DANC) 3410, "Dance History, (DANCE HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 84-86).
7. Revised prerequisites, Dance (DANC) 3420, "Music Analysis for Dancers, (DANCE MUSIC ANALYSIS – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 87-89).
8. Revised curriculum for the BFA in Dance was approved effective Fall Semester 2015 with the effective date changed from Spring 2015 to Fall 2015. (pages 90-91).
9. Revised course prerequisite and description, Mass Media (MDIA) 3300, "The Music Industry, (THE MUSIC INDUSTRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 92-99).

Respectfully submitted,

Stanley Jones
Registrar

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OCT 22 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course Valdosta State University	
Date of Submission: 10/10/2014 (mm/dd/yyyy)	
Department Initiating Revision: Interdisciplinary Studies	Faculty Member Requesting Revision: Dr. Lai Orenduff
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) INDS 4000 Interdisciplinary Studies Capstone	
List Current and Requested Revisions:	
Current: Course Prefix and Number: INDS 4000 Credit Hours: 3 Course Title: Interdisciplinary Studies Capstone Pre-requisites: Course Description: Planned seminars, directed study, and a project will be used to demonstrate mastery of interdisciplinary study. The course provides the opportunity for synthesis and critical assessment of multiple interdisciplinary foci into a coherent whole.	Requested: Course Prefix and Number: INDS 4000 Credit Hours: 3 Course Title: Interdisciplinary Studies Capstone Pre-requisites: <u>INDS 2000</u> Course Description: Planned seminars, directed study, and a project will be used to demonstrate mastery of interdisciplinary study. The course provides the opportunity for synthesis and critical assessment of multiple interdisciplinary foci into a coherent whole.
Semester/Year to be Effective: Fall 2015	Estimated Frequency of Course Offering:
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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.) <input checked="" type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	

Plans for assessing the effectiveness of the course: Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. *End of semester SOIs and student discussions*

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) *Understanding, mastery, and application of an interdisciplinary approach to learning as demonstrated in the final project or portfolio.*

Approvals:	
Department Head: <i>Lai Orenduff</i>	Date: <i>10/10/12</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/15/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/15/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 22 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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:
107

Proposed Effective Date for Curriculum Change:
(Month/Year): 01/15

Degree & Program Name:
(e.g., BFA, Art): Minor:
Women's and Gender Studies

Present Requirements: Elective courses:
 ARTH 4130, WGST/ENGL 3330, WGST/HIST 3010, WGST/HIST 3020, WGST/HIST 4261, WGST/HIST 4262, WGST/HIST 4270, WGST/HIST 4280, FREN 3610, GRMN 4420, WGST/REL 3600, WGST/SPAN 4220, WGST 4000, WGST 3630, WGST 4100, WGST 4500, WGST 4300, WGST 4600, CRJU 4700 (WOMEN IN CJ), PHIL 4600/REL 4700 (SEXUAL ETHICS), SOCI 4800/4810 (DOMESTIC VIOLENCE, HUMAN SEXUALITY)

Proposed Requirements (Underline changes after printing this form): Elective courses:
 ARTH 4130, WGST/ENGL 3330, WGST/HIST 4261, WGST/HIST 4262, WGST/HIST 4270, WGST/HIST 4280, WGST/REL 3600, WGST 4000, WGST 3630, WGST 4100, WGST 4500, WGST 4300, WGST 4600, CRJU 4700 (WOMEN IN CJ), PHIL 4600/REL 4700 (SEXUAL ETHICS), SOCI 4800/4810 (DOMESTIC VIOLENCE, HUMAN SEXUALITY),

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: Courses are being deactivated and taken out of the curriculum because because VSU does not have the faculty to teach them therefore, they can not be offered as WGST electives.

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>Turnley</i>	Date: <i>10/13/14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/15/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/15/14</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 28 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission:

Department Initiating Deactivation:

Modern and Classical Languages

Semester & Year to be Effective:

Spring 2015

List of courses (or the program or track) to be deactivated:

FREN 3120

FREN 3301

FREN 3302

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 French courses were renumbered but not removed; these course numbers are now invalid.

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.: <i>Cornie Richards</i>	Date: <i>10/15/14</i>
Dept. Head: <i>AW Bronz</i>	Date: <i>Sept 13, 2014</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>10/15/14</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

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY
OCT 22 2014

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission:

Department Initiating Deactivation:

Modern and Classical Languages

Semester & Year to be Effective:

Spring 2015

List of courses (or the program or track) to be deactivated:

- GRMN 3560
- GRMN 3570
- GRMN 3580
- GRMN 4420

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 These German courses are not in the current course rotation.

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.: <i>Cornie Richards</i>	Date: <i>10/15/14</i>
Dept. Head: <i>aw [unclear]</i>	Date: <i>Sept 18, 2014</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>10/15/14</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 TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 8/22/14

Department Initiating Deactivation:
Philosophy & Religious Studies

Semester & Year to be Effective:
Fall 2014

List of courses (or the program or track) to be deactivated: PHIL5150, PHIL 5190, PHIL 7100, PHIL 7900, PHIL 9070, REL 3501, REL 3502, REL 3503

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 These courses are no longer being taught

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.)

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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OCT 15 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Approvals:	
College/Division Exec. Comm.:	<div style="display: flex; justify-content: space-between;"> <i>Connie Richards</i> Date: <i>10/15/14</i> </div>
Dept. Head:	<div style="display: flex; justify-content: space-between;"> <i>Evelyn Brown</i> Date: <i>9/15/14</i> </div>
Dean/Director:	<div style="display: flex; justify-content: space-between;"> <i>Connie Richards</i> Date: <i>10/15/14</i> </div>
Graduate Exec. Comm.: (for grad course/program)	<div style="display: flex; justify-content: space-between;"> <i>J. T. J. P. A.</i> Date: <i>10/31/14</i> </div>
Graduate Dean: (for grad course/program)	<div style="display: flex; justify-content: space-between;"> <i>J. T. J. P. A.</i> Date: <i>10/31/14</i> </div>
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 22 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST TO DEACTIVATE A COURSE/PROGRAM Valdosta State University	
Date of Submission: 09/15/14	
Department Initiating Deactivation: Women's and Gender Studies	Semester & Year to be Effective: Spring 2015
List of courses (or the program or track) to be deactivated: WGST 3010 Women in Ancient Greece and Rome	
<p>Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improving Student Learning Outcomes</p> <p><input type="checkbox"/> Adopting Current Best Practice(s) in Field</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies</p> <p><input checked="" type="checkbox"/> Other This is a cross-listed course with History. According to Dr. Paul Riggs, History Department Head, this course is not being taught and therefore needs to be deactivated.</p>	
<p>Source of Data to Support Suggested Change:</p> <p><input checked="" type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>	

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/14</i>
Dept. Head: <i>Turneyers</i>	Date: <i>9/15/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/15/14</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

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OCT 22 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 09/15/14

Department Initiating Deactivation:
Women's and Gender Studies

Semester & Year to be Effective:
Spring 2015

List of courses (or the program or track) to be deactivated: WGST 3020
The Status of Women: Historical Perspectives

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 is a cross-listed course with History. According to Dr. Paul Riggs, History Department Head, this course is not being taught and therefore needs to be deactivated.

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.: <i>Linnie Richards</i>	Date: <i>10/15/14</i>
Dept. Head: <i>Turneyers</i>	Date: <i>9/15/14</i>
Dean/Director: <i>Linnie Richards</i>	Date: <i>10/15/14</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

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OCT 22 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST TO DEACTIVATE A COURSE/PROGRAM Valdosta State University	
Date of Submission: 09/15/14	
Department Initiating Deactivation: Women's and Gender Studies	Semester & Year to be Effective: Spring 2015
List of courses (or the program or track) to be deactivated: WGST 4220 Hispanic Women Writers	
<p>Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improving Student Learning Outcomes</p> <p><input type="checkbox"/> Adopting Current Best Practice(s) in Field</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies</p> <p><input checked="" type="checkbox"/> Other This is a cross-listed course with SPAN. According to Dr. Viki Soady, MCL Department Head, this course is not being taught and therefore needs to be deactivated.</p> <p>Source of Data to Support Suggested Change:</p> <p><input checked="" type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>	

Approvals:	
College/Division Exec. Comm.: <i>Louise Richards</i>	Date: <i>10/15/14</i>
Dept. Head: <i>Turneyers</i>	Date: <i>9/15/14</i>
Dean/Director: <i>Louise Richards</i>	Date: <i>10/15/14</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 Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 3100 Introduction to Fraud Examination

List Current and Requested Revisions:

Current:

Course Prefix and Number: ACCT 3100
Credit Hours: 3.0
Course Title: Introduction to Fraud Examination
Pre-requisites: Prerequisite: ACCT 2101 with a grade of "C" or better; pre- or corequisite: ACCT 2102.
Course Description: An introduction to the prevention, investigation, and detection of fraud. Topics covered include, but are not limited to, types of fraud, asset misappropriations, financial statement misstatements, consumer fraud, fraud against organizations, and internal controls. Students will analyze fraud-related cases to identify fraud prevention and detection and investigation techniques, conduct mock interviews, and write a formal fraud report.

Requested:

Course Prefix and Number: ACCT 3100
Credit Hours: 3.0
Course Title: Introduction to Fraud Examination
Pre-requisites: Prerequisite: ACCT 2101 with a grade of "C" or better; pre- or corequisite: ACCT 2102.
Course Description: An introduction to the prevention, investigation, and detection of fraud. Topics covered include, but are not limited to, types of fraud, asset misappropriations, financial statement misstatements, consumer fraud, fraud against organizations, and internal controls. Students will identify fraud prevention, detection, and investigation techniques.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall semesters

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:

Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Sanjay G</i>	Date: 10/22/14
Dept. Head: <i>John Jones</i>	Date: 10/22/14
Dean/Director: <i>John Jones</i>	Date: 10/22/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 3203 External Reporting

List Current and Requested Revisions:

Current:
Course Prefix and Number: ACCT 3203
Credit Hours: 3.0
Course Title: External Reporting
Pre-requisites:
Course Description:

Requested:
Course Prefix and Number: ACCT 3203
Credit Hours: 3.0
Course Title: Intermediate III
Pre-requisites:
Course Description:

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall and spring semesters

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:
- Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Saniya B</i>	Date: 10/22/14
Dept. Head: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 3400 Cost Accounting

List Current and Requested Revisions:

Current:

Course Prefix and Number: ACCT 3400
Credit Hours: 3.0
Course Title: Cost Accounting
Pre-requisites: Prerequisite: ACCT 2102 with a grade of "C" or better.
Course Description: A study of product cost determination. Inventory valuation, planning, control, and financial reporting are emphasized in this course.

Requested:

Course Prefix and Number: ACCT 3400
Credit Hours: 3.0
Course Title: Internal Reporting I
Pre-requisites: Prerequisite: ACCT 2102 with a grade of "C" or better.
Course Description: An introduction to unit cost determination, budgeting for planning and control purposes, variance analysis, forecasting, cost allocations, transfer pricing and application of cost techniques to management decision-making.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall and spring semesters

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:
 Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Garijan G</i>	Date: 10/22/14
Dept. Head: <i>Ramon C. Jones</i>	Date: 10/22/14
Dean/Director: <i>L. King</i>	Date: 10/23/14
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 4400 Internal Reporting and Analysis

List Current and Requested Revisions:

Current:

Course Prefix and Number: ACCT 4400
Credit Hours: 3.0
Course Title: Internal Reporting and Analysis
Pre-requisites: Prerequisite: ACCT 3400 with a grade of "C" or better.
Course Description: A examination of product cost data with an emphasis on using those data to improve decision-making within the firm.

Requested:

Course Prefix and Number: ACCT 4400
Credit Hours: 3.0
Course Title: Internal Reporting II
Pre-requisites: Prerequisite: ACCT 3400 with a grade of "C" or better.
Course Description: A comprehensive study of cost determination, cost systems and cost allocations, inventory costing and management, balanced scorecards, six sigma, costs associated with quality, capital budgeting, financial ratio analysis, transfer pricing and application of cost techniques to management decision-making.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
spring semesters

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:
- Other:

Plans for assessing the effectiveness of the course:

[Empty rectangular box for writing plans]

Approvals:	
College/Division Exec. Comm.: <i>Sanjay G</i>	Date: 10/22/14
Dept. Head: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 4410 Accounting Information Systems

List Current and Requested Revisions:

Current:
Course Prefix and Number: ACCT 4410
Credit Hours: 3.0
Course Title: Accounting Information Systems
Pre-requisites:Prerequisites: ACCT 3201, ACCT 3400, and BUSA 2201. A grade of "C" or better is required in all prerequisite classes.
Course Description: A student must have a declared major in accounting, finance, economics, marketing, management, or be enrolled in the Langdale College MBA program. An introduction both manual and computerized accounting information systems, including business transaction processes, business activities and documents within each process, interrelationship of these proceses, the general ledger system, computer technologies that facilitate these proceses, and basic computerized internal controls. This course also includes the integration and application of the knowledge and skills obtained in the prerequisite courses to create and maintain a computerized accounting nformation system.

Requested:
Course Prefix and Number: ACCT 4410
Credit Hours: 3.0
Course Title: Accounting Information Systems
Pre-requisites:Prerequisites: ACCT 3201, ACCT 3400, and BUSA 2201. A grade of "C" or better is required in all prerequisite classes.
Course Description: An introduction to both manual and computerized accounting information systems, concentrating on business transaction cycles, the documentation of the processes involved in these, and related risks and controls.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall and spring semesters

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:
- Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Ganjar G</i>	Date: 10/22/14
Dept. Head: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

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

List Current and Requested Revisions:

Current:

Course Prefix and Number: ACCT 4500
Credit Hours: 3.0
Course Title: Individual Income Tax
Pre-requisites: Prerequisite: ACCT 2102 with a grade of "C" or better.
Course Description: Introduction to federal income taxes including the elements of income, income exclusions, tax credits, capital gains and losses. Emphasis is placed on understanding the executive, legislative and judicial aspects of the tax law. Research is required.

Requested:

Course Prefix and Number: ACCT 4500
Credit Hours: 3.0
Course Title: Individual Income Tax
Pre-requisites: Prerequisite: ACCT 3201 with a grade of "C" or better.
Course Description: An introduction to federal taxation. This course focuses on the federal income tax, including the elements of gross income, exclusions, deductions, and credits. Students will complete comprehensive tax returns.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall and spring semesters

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:
- Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Sanjay G</i>	Date: 10/22/14
Dept. Head: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ACCT 4800 Auditing

List Current and Requested Revisions:

Current:

Course Prefix and Number: ACCT 4800
Credit Hours: 3.0
Course Title: Auditing
Pre-requisites: Prerequisite: ACCT 3202 with a grade of "C" or better.
Course Description:

Requested:

Course Prefix and Number: ACCT 4800
Credit Hours: 3.0
Course Title: Auditing
Pre-requisites: Prerequisite: ACCT 3202 with a grade of "C" or better; pre- or corequisite: ACCT 4410.
Course Description:

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall and spring semesters

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:
- Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Sanjay G</i>	Date: 10/22/14
Dept. Head: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 22, 2014

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/10/2014 (mm/dd/yyyy)

Department Initiating Request:
Economics and Finance

Faculty Member Requesting:
Cynthia Royal Tori, PhD

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECON 3600H

Proposed New Course Title:
International Economics Honors

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Intl Econ Honors

Semester/Year to be Effective:
Summer/2015

Estimated Frequency of Course Offering:
Spring and Summer

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.) Survey of the international exchange of goods, services and financial instruments and the policies that affect this exchange. Topics include pattern of trade, effects of trade controls, trade and growth, trade and the distribution of incomes, balance of payments accounting, exchange rate systems and the effect of trade on employment, prices, and production. This honors course requires written economic analysis of current events.

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 supports VSU General Education Outcomes AREA E Learning Goal 2: Global Perspectives: Students will demonstrate an understanding of cultural, religious, or social dimensions of societies around the world. It also supports LCOBA Program Objective 4: Students majoring in programs of the Langdale College of Business Administration will be aware of the global business environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will offer honors students an additional honors business elective.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Number of honors options offered to honors students over the last two years.

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?)

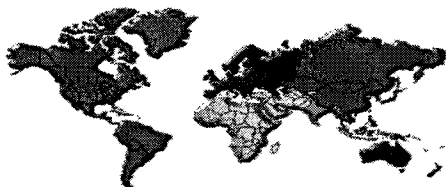
Data Sources:

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

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

Approvals:	
Dept. Head: <i>Debra Cole</i>	Date: 10/22/2014
College/Division Exec. Comm.: <i>Sanjay E</i>	Date: 10/22/14
Dean/Director: <i>J. Wenzel</i>	Date: 10/22/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



Valdosta State University
Department of Marketing and Economics
ECON 3600 A –International Economics Honor

Instructor and Contact Information

Instructor	Cynthia Royal Tori, Ph.D. Professor of Economics
Webpage	Mypages.valdosta.edu/crtori/
Department	Economics and Finance, Valdosta State University
Email	crtori@valdosta.edu
Office Phone	229-245-2246
Cell Phone	229-460-0374 (call or text me)
Office Address	Health Science and Business Administration (HSBA) Rm 3002M
Mailing Address	1500 N. Patterson Street, Valdosta, GA 31698
Physical Address	2535 Patterson Street, Valdosta, GA 31698

Course Description: This intermediate level of international trade course is intended to develop the basic theory and policy aspects of international trade and international finance. International trade policies such as tariffs, quotas, and their effects on the domestic and world economy are the main policy questions of this class. The movements in macroeconomic variables such as the balance of trade, the exchange rate, and national output are explained in this class. This course is designed: 1) to provide useful theories of international trade and regarding these macroeconomics variables; 2) to help you assemble these theories into an overall analytical framework; 3) to challenge you to apply this analytical framework to several current policy issues.

The goal of the course is also to introduce you to areas of active research and current issues in international economics and to familiarize you with some of the models that economists use in their research. Students, who wish to do an international trade and open macro-oriented research paper in ECON 4990 and in the other ECON classes, will have the opportunity to begin the development of this research paper.

General Course Learning Objectives:

This course develops further several of the objectives of VSU (General Educational Outcomes, GED), of the Langdale College of Business Administration (Undergraduate Program Objectives, UPO) and the Economics major (Selected Educational Outcomes, SED):

1. Students will be able to define and demonstrate knowledge of basic international trade theory and related concepts– GED:1 ; UPO:2, 5; SED:1, 2, 3.
2. Students will use simple mathematical models and solve for the equilibrium. Also models will be used to analyze trade/exchange rate policies. – GED:3, 5; UPO: 1, 7; SED: 1, 2, 5.

3. Students will be able to analyze and critically evaluate from oral, written, and visual materials – GED: 7; UPO:5; SED: 1, 2.
4. Students will have the ability to predict the effects of changes in government policy related to international trade – GED:7 ; UPO: 4, 5; SED: 1, 2, 5.

The general course learning objectives are assessed by using class examinations, graded homework and presentation with a written country assignment.

Attendance Policy: Regular attendance is mandatory. However, if you *still* miss a class, it is *highly* recommended to get the lecture notes from one of your classmates. Students are responsible for any new material or announcements missed due to the absence. Students who miss just two or more classes during the semester will most likely have difficulty doing well in the class. Concerning **workload**, if you are not committed to this course please drop it now. The load is not light. The VSU catalog provides that if a student misses 20% or more of the classes for a course, the student will receive a failing grade for the course.

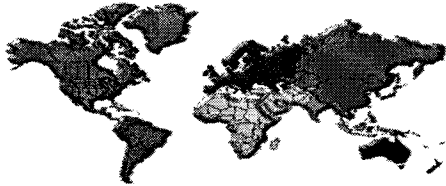
Class Materials: All the course announcements and related materials will be posted on the **BlazeViewD2L**. You are responsible for any materials posted on the website to bring to class. I will communicate with you through your official VSU email account. When site is updated, a notification will be sent to the class by email. Make sure that your account is active and you are checking your messages daily. I am not responsible for your failure to receive course mails.

Special Needs: 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.

Structure of Exams: Each exam is composed of multiple choice questions. Both midterm exams and final exam also have one bonus question for extra credit. Questions in the exams are designed to make sure that you understand the basic international trade tools. The exams will contain information covered in class presentations and discussions, assigned readings, and assigned homework. Since the final exam is cumulative, the materials covered after the second in-term exam (and thus not previously tested) will be given more weight in the final exam.

Online Quizzes: Student is required to complete 10 online quizzes throughout the course by means of Blazeview system. The online quizzes are composed of ten multiple-choice questions with each quiz covering a separate chapter. Students are allowed to use their class notes and their textbook during these on-line quizzes. However, it is expected that some students will use the online quizzes as an opportunity for self-assessment. The overall score becomes available to each student upon completion of his or her test. Online quizzes can be done ahead of time, but it cannot be made up after the deadline of each particular quiz. There will be **no make-up online quiz** if you fail to complete it by the deadline.

Written Project & Presentation are aimed to improve the understanding of international current issues. Each group will be responsible for handing and presenting on a topic in international



economic or international business. The project topics will be assigned to each student by the second week of classes or each student has the option to determine their own topic which must be approved by the instructor. On an assigned day of the week, assigned group will present their topic to the class. Each presentation should take no more than 10 minutes and should include appropriate presentation aids. The written portion of the project is due on the last day of class. Therefore, project grade will be based upon instructor evaluation of your oral presentation and written paper submitted. **More details will be given during the course of the semester.**

Grade Distribution:

20% Midterm Exam 1
20% Midterm Exam 2
35% Final Exam
10% Online Quizzes
15% Project/Presentation

Total Points: 100 %

Grade Scale: Your course grade is based on the average of these grades given above. Grades are not “curved,” and letter grades are established as follows:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Grading scale will not be changed for any individual students. Students who miss several classes and do not keep up with the material throughout the semester can expect to make D’s and F’s. Students who put forth just the minimum amount of effort should expect a grade no higher than a C. Dedication to studying, class attendance, and class participation are needed for students who wish to make B’s or A’s.

Policy on make-ups: Make-up examinations will only be administered to students with excused absences. Excused absences include death in the immediate family, University sponsored trips or critical illness. Verification is required and permission to miss an examination must be secured **PRIOR TO** the scheduled examination time. If this condition is not met, a zero will be given for the missed exam.

An incomplete grade for a course is given only if: (1) the student has a passing grade; and (2) an emergency (generally medical) prevents the student from completing an end-of-the-term assignment as scheduled. If an incomplete is requested, the student must provide evidence of the emergency situation and must complete a Request for Incomplete Form from, available at <http://www.valdosta.edu/lcoba/sac/incomplete.shtml> and have the request approved by me. In order to remove the incomplete grade, the student must complete the remaining coursework within one year. Otherwise a grade of “F” will be reported.

SOI Requirement: 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>.

Tentative Course Outline:

PART I	THE THEORY OF INTERNATIONAL TRADE
Chapter 1	Introduction
Chapter 2	The Basic Theory Using Demand and Supply Demand and Supply Two National Markets and the Opening of Trade
Chapter 3	Why Everybody Trades: Comparative Advantage Adam Smith's Theory of Absolute Advantage Ricardo's Theory of Comparative Advantage Ricardo's Constant Costs and The Production-Possibility Curve
Chapter 4	Trade: Factor Availability and Factor Proportions Are Key Trade Affects Production and Consumption What Determines The Trade Pattern? The Heckscher-Ohlin (H-O) Theory
Chapter 5	Who Gains and Who Loses from Trade? Who Gains and Who Loses Within a Country Three Implications of the H-O Theory What are the Exporting-Oriented and Import-Competing Factors? Do Factor Prices Equalize Internationally?
MIDTERM EXAM 1	TBA
PART II	TRADE POLICY
Chapter 8	Analysis of a Tariff The Effect of a Tariff on Domestic Producers The Effect of a Tariff on Domestic Consumers The Tariff as Government Revenue The Net National Loss from a Tariff



- Chapter 9** **Nontariff Barriers to Imports**
Types of Nontariff barriers to Imports
The Import Quota
Other Nontariff Barriers
- Chapter 12** **Trade Blocs and Trade Blocs**
Types of Economic Blocs (Economic Integration)
The Basic Theory of Trade Blocs
The EU Experience
North America Become a Bloc (The NAFTA Experience)
Trade Blocs among Developing Countries

MIDTERM EXAM2 **TBA**

PART III **UNDERSTANDING FOREIGN EXCHANGE**

- Chapter 16** **Payments among Nations**
A Country's Balance of Payment
The Macro Meaning of the Current Account Balance
The Macro Meaning of the Overall Balance
- Chapter 17** **The Foreign Exchange Market**
Demand and Supply for Foreign Exchange
Arbitrage within the Spot Exchange Market

*Note: If the final is missed, a zero will be assigned unless an Incomplete is pre-approved.
Approval for an Incomplete is generally given only for a severe medical situation.*

FINAL EXAM: TBA

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/10/2014 (mm/dd/yyyy)

Department Initiating Request:
Economics and Finance

Faculty Member Requesting:
Cynthia Royal Tori, PhD

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECON 3610

Proposed New Course Title:
Trade and Culture: An Economic Perspective

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Trade & Culture

Semester/Year to be Effective:
Summer/2015

Estimated Frequency of Course Offering:
Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 2

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.) Pre-requisites: None. An introduction to international economics through a study abroad experience. Coursework before departure includes an introduction to trade patterns, international trade organizations, comparative advantage, trade barriers, and exchange rates. In country experiences include visits to companies, places of historical significance, and places of cultural significance of the chosen country. This course may be repeated once for credit in a different country. The course may not be taken concurrently with ECON 3600 or ECON 3600H. This course is open to business and non-business majors who have completed at least 45 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.

Improving student learning outcomes: This course supports VSU General Education Outcomes AREA E Learning Goal 2: Global Perspectives: Students will demonstrate an understanding of cultural, religious, or social dimensions of societies around the world. It also supports LCOBA Program Objective 4: students majoring in programs of the Langdale College of Business Administration will be aware of the global business environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course increases the number of international business electives offered for international business students. It offers an additional course to take as a study abroad course if students have already taken ECON 3600 International Economics. This course will be open to business and non-business majors thereby expanding the study abroad opportunities for all majors.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Number of international courses offered to business and non-business students.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting 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: Number of students enrolled in the course.

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 10/22/2014
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ECON 3610 Trade and Culture: An Economic Perspective Section A 3 credit hours; Summer 2015 Syllabus

Welcome to Trade and Culture: An Economics Perspective, a study abroad course offered through the Langdale College of Business at Valdosta State University. This document includes information about the instructor, course materials and course policies, including the grading system and course schedule.

Instructor and Contact Information (Table 1)

Instructor	Cynthia Royal Tori, Ph.D. Professor of Economics
Webpage	Mypages.valdosta.edu/crtori/
Department	Economics and Finance, Valdosta State University
Email	crtori@valdosta.edu
Office Phone	229-245-2246
Cell Phone	229-460-0374 (call or text me)
Office Address	Health Science and Business Administration (HSBA) Rm 3002M
Mailing Address	1500 N. Patterson Street, Valdosta, GA 31698
Physical Address	2535 Patterson Street, Valdosta, GA 31698

Course Information (Table 2)

Course Description	An introduction to international economics through a study abroad experience. Coursework before departure includes an introduction to trade patterns, international trade organizations, comparative advantage, trade barriers, and exchange rates. In country experiences include visits to companies, places of historical significance, and places of cultural significance of the chosen country. This course may be repeated once for credit in a different country. The course may not be taken concurrently with ECON 3600 or ECON 3600H.
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Course Prerequisites	None
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Time Commitment	This is a three credit course. You will be required to complete learning activities and graded assignments prior to the first day of course activities in the chosen country. The learning activities and graded assignments are available through MyEconLab.com.
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Textbook and MyEconLab (Table 3)

Gerber, James. International Economics with eText, 6th edition, 2014. (MyEconLab with eText). If you want to purchase a physical textbook, the 5th or 6th edition will be fine.

Expenses associated with the course (Table 4)

MyEconLab	\$100	International Economics with eText
Calculator	varies	\$0 if you already own a calculator that solves numerical problems. You will not be able to use your cell phone as a calculator when taking the exams.
Cost of Study Abroad program	varies	The cost of the study abroad program is in addition to tuition and fees.

Required Course Material (Table 5)

1. All course material and graded assignments will be administered through MyEconLab, an online customized education portal for this course. You must have access to MyEconLab to complete this course. You are **required** to purchase an Access Code for MyEconLab. You may purchase the Access Code at the VSU Bookstore or online at <http://www.MyEconLab.com>.
2. A simple calculator for solving numerical problems.

MyEconLab Registration and Sign In Instructions (Table 6)

To register for ECON 3610 Trade and Culture: An Economics Perspective: Summer 2015 Section A

1. Go to www.MyEconLab.com
2. Under Register, click Student.
3. Enter the **Course ID: toriXXXXX**, and click Continue. Your School ID is your personal VSU Student ID number.
4. If you have an existing account with Pearson (for example, MyITLab, Mastering, MyMathLab...), enter your Pearson username and password. Click Sign in.
5. If you do NOT have an existing account with Pearson, click Create. Write down your new Pearson username and password to help you remember them.
6. If you already purchased an Access Code, you will enter the number. If you need to purchase an Access Code, you will be given the opportunity. If you do not have the money to purchase the Access Code, you will be able to request a 14 day temporary access. (Look for a link near the bottom of the page).

For video instructions

1. Go to www.MyEconLab.com
2. Scroll halfway down the page to Need a little help? and select one of the videos to watch.

To sign in later

1. Go to www.MyEconLab.com
2. Click Sign In.
3. Enter your Pearson Account username and password. Click Sign in.
4. Under MyLab & Mastering New Design on the left, click ECON 3610 Trade and Culture: An Economics Perspective Section A to start your work.

Grading Policy (Table 7)

Your course grade will be based on the points earned on the Homework Assignments, Exams and an in-country Journal. The Homework Assignments and Exams will be administered through MyEconLab. Journal entries will be submitted electronically; the specifics will be disclosed prior to departure.

Each graded item must be completed and submitted by the specified due date and deadline time. Since students are given at least two weeks to complete each graded item, a due date change will not be granted. Graded items not submitted by the due date and deadline time will be assigned a grade of zero. NO make-up or

extended deadline times will be granted.

Homework Assignments: 80 possible points (10%). Eight homework assignments will be assigned and graded through MyEconLab. Each homework assignment will be worth up to 10 points. The first two homework assignments cover the course syllabus and MyEconLab orientation. These must be completed with 100% before continuing with the course material. The remaining six homework assignments correspond to chapters covered in this course. You will be allowed unlimited attempts and unlimited time when completing the homework assignments. I encourage you to attempt the chapter homework assignments until you earn a 100% and have mastered the chapter content.

Exams: 320 possible points (40%). Four exams will be administered through MyEconLab. Each exam will be worth up to 80 points. You will be allowed ONE attempt for each exam. Once you begin, you will have 1 hour 15 minutes to complete it or up to 9:00pm on the due date. Make sure you study before beginning the exam; you will not have enough time to look up the answers while taking the exam. You may not stop and restart an exam. The types of questions on the exams will be similar to those asked in the homework assignments.

In-country Journal 400 possible points (50%). Students will maintain a journal while in the chosen country. The journal will include observations, answers to discussion topics, and other written activities. Specific assignments and rubrics will be given to students upon arrival in the chosen country.

Grading Scale:	A	800 – 720 points (90 – 100%)
	B	719 – 640 points (80 – 89%)
	C	639 – 560 points (70 – 79%)
	D	559 – 480 points (60 – 69%)
	F	Less than 480 points (below 60%)

Access Office (Table 9)

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Farber Hall, 229-245-2498 (voice) and 229-219-1348 (tty). Also, please discuss this need with me before the second week of the semester.

Withdrawal Policy (Table 10)

Students may withdraw from this course following the drop/add period through October 9th online through Banner. A grade of "W" will appear in your official records if you have withdrawn five or fewer times per the Limited Withdrawal

Policy. For the sixth and each subsequent withdrawal that counts under this policy, you will receive a grade of "WF", which is the equivalent of an F. Students receiving financial aid should be aware that withdrawal from courses may affect continued financial aid eligibility. If students do not pass 67% of attempted classes during the calendar year (attempted classes include those from which students have withdrawn), they could lose their financial aid. For more information about the Limited Withdrawal Policy, see <http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php> for complete information.

Cheating (Table 11)

The Academic Integrity Code of the Student Code of Conduct listed in the Student Handbook states that "**All students are expected to do their own work and to uphold the highest standard of academic ethics.**" The Student Code of Conduct specifies the policies to which all students must adhere and the academic and disciplinary responses if the Code is violated. Students are responsible for informing themselves about the Code of Conduct before performing any academic work. A student who has engaged in academic misconduct as defined by the Academic Integrity Code will receive a zero for the assignment and may also receive a failing grade for this course. For detailed information, visit the Student Handbook and select the Student Code of Conduct <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf>

Cheating is in no way tolerated at Valdosta State University or in this course. You are expected to complete the graded items without the help of others. The full penalty for anyone caught cheating will be determined in consultation with the Dean of the Langdale College of Business Administration and may be reported on your permanent record.

Course Schedule and Due Dates (Table 12)

Open Date is the date the assignments will first be available. To offer you the greatest flexibility, all Homework Assignments and Exams will open on Monday, May 18th.

The Homework Assignments and Exams should be completed in the order listed below. Although all Homework Assignments and Exams open as of Monday, May 18th, the Due Dates vary. The Due Dates are the **last** dates the graded item can be submitted. **The Deadline time for all graded items is 9:00pm eastern standard time (EST).**

You may submit your homework assignments and exams any time between the Open Date and the 21:00pm EST (9:00pm EST) on the Due Date. Do NOT wait to complete the Homework Assignments and the Exams on the due date. You will not likely have sufficient time to complete all of the work and learn the material.

I will respond to messages within 24 hours with the exception of holidays.

Abbreviations: M stands for Module; Ch stands for Chapter; HW stands for Homework Assignment; EX stands for exam.

M	Ch	MyEconLab Graded Items	Type	Open Date	Due Date
1		Syllabus Homework	HW	May 18	June 3
2	0	MyEconLab Orientation	HW	May 18	June 3
3	1	The United States in a Global Economy	HW	May 18	June 3
4	2	International Economic Institutions since WWII	HW	May 18	June 3
5	3	Comparative Advantage and Gains from Trade	HW	May 18	June 3
		Exam 1 (Chapters 1, 2, 3)	EX	May 18	June 5
6	6/7	Introduction to Tariffs and Quotas	HW	May 18	June 10
7	10	Exchange Rates and Exchange Rate Systems	HW	May 18	June 10
		Exam 2 (Chapter 6/7 and 10)	EX	May 18	June 12
8	XX	Regional Trade Agreement for specific country	HW	May 18	June 17
	13	NAFTA			
	14	European Union			
	15	Latin America			
	16	East Asia			
	17	BRIC countries			
		Exam 3 (Chapter XX)	EX		June 19
		Exam 4 (comprehensive0	EX		June 26

Detailed Course Schedule and Learning Activities (Table 13)

A separate document titled Detailed Course Schedule and Learning Activities lists learning activities to prepare you for the homework assignments and exams. It is uploaded on to both BlazeVIEW and MyEconLab.

Hints for Success in the Course (Table 14)

Economics cannot be memorized. Similar to math, the concepts must be practiced and applied. Read the textbook, try as many practice questions as possible, and do all of the activities listed in the Detailed Course Schedule and Learning Activities document.

Do not wait until the last minute to do your reading, homework assignments, and exams. If you give yourself time to absorb the material, your comprehension will improve significantly.

Contact me if you are confused about something! Your success in this course is important to me, so ask for help if you need it. When you are completing the online portion of this course, I cannot tell you are having difficulty. You have to take the initiative to contact me, the sooner the better.

Faculty Evaluation (Table 15)

At the end of the term, all students will be expected to complete an online Student

Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. I appreciate your thoughtful comments and suggestions and will use them to improve the course.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/10/2014 (mm/dd/yyyy)

Department Initiating Request:

Economics and Finance

Faculty Member Requesting:

Cynthia Royal Tori, PhD

Proposed New Course Prefix & Number:

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

ECON 3610H

Proposed New Course Title:

Trade and Culture: An Economic Perspective - Honors

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Trade & Culture Honors

Semester/Year to be Effective:

Summer/2015

Estimated Frequency of Course Offering:

Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 2

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.) Pre-requisites: None. An introduction to international economics through a study abroad experience. Coursework before departure includes an introduction to trade patterns, international trade organizations, comparative advantage, trade barriers, and exchange rates. In country experiences include visits to companies, places of historical significance, and places of cultural significance of the chosen country. This course may be repeated once for credit in a different country. The course may not be taken concurrently with ECON 3600 or ECON 3600H. This honors course requires an economic analysis of current events. This course is open to business and non-business majors who have completed at least 45 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.

Improving student learning outcomes: This course supports VSU General Education Outcomes AREA E Learning Goal 2: Global Perspectives: Students will demonstrate an understanding of cultural, religious, or social dimensions of societies around the world. It also supports LCOBA Program Objective 4: Students majoring in programs of the Langdale College of Business Administration will be aware of the global business environment.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course increases the number of international business electives offered for international business students. It offers an additional course to take as a study abroad course if students have already taken ECON 3600 International Economics. This course will be open to business and non-business majors thereby expanding the study abroad opportunities for all

majors. This course will offer honors students an upper level honors elective.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Number of international courses offered to business and non-business students. Number of honors options offered to honors students over the last two years.

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: Number of students enrolled in the course.

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

Approvals:	
Dept. Head: <i>Maria Celi</i>	Date: 10/22/2014
College/Division Exec. Comm.: <i>Sanjay G</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ECON 3610H Trade and Culture Honors: An Economic Perspective

Section A

3 credit hours; Summer 2015 Syllabus

Welcome to Trade and Culture: An Economics Perspective, a study abroad course offered through the Langdale College of Business at Valdosta State University. This document includes information about the instructor, course materials and course policies, including the grading system and course schedule.

Instructor and Contact Information (Table 1)

Instructor	Cynthia Royal Tori, Ph.D. Professor of Economics
Webpage	Mypages.valdosta.edu/crtori/
Department	Economics and Finance, Valdosta State University
Email	crtori@valdosta.edu
Office Phone	229-245-2246
Cell Phone	229-460-0374 (call or text me)
Office Address	Health Science and Business Administration (HSBA) Rm 3002M
Mailing Address	1500 N. Patterson Street, Valdosta, GA 31698
Physical Address	2535 Patterson Street, Valdosta, GA 31698

Course Information (Table 2)

Course Description	An introduction to international economics through a study abroad experience. Coursework before departure includes an introduction to trade patterns, international trade organizations, comparative advantage, trade barriers, and exchange rates. In country experiences include visits to companies, places of historical significance, and places of cultural significance of the chosen country. This course may be repeated once for credit in a different country. The course may not be taken concurrently with ECON 3600 or ECON 3600H.
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Course Prerequisites	None
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Time Commitment	This is a three credit course. You will be required to complete learning activities and graded assignments prior to the first day of course activities in the chosen country. The learning activities and graded assignments are available through MyEconLab.com.
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Textbook and MyEconLab (Table 3)

Gerber, James. International Economics with eText, 6th edition, 2014. (MyEconLab with eText). If you want to purchase a physical textbook, the 5th or 6th edition will be fine.

Expenses associated with the course (Table 4)

MyEconLab	\$100	International Economics with eText
Calculator	varies	\$0 if you already own a calculator that solves numerical problems. You will not be able to use your cell phone as a calculator when taking the exams.
Cost of Study Abroad program	varies	The cost of the study abroad program is in addition to tuition and fees.

Required Course Material (Table 5)

1. All course material and graded assignments will be administered through MyEconLab, an online customized education portal for this course. You must have access to MyEconLab to complete this course. You are **required** to purchase an Access Code for MyEconLab. You may purchase the Access Code at the VSU Bookstore or online at <http://www.MyEconLab.com>.
2. A simple calculator for solving numerical problems.

MyEconLab Registration and Sign In Instructions (Table 6)

To register for ECON 3610 Trade and Culture: An Economics Perspective: Summer 2015 Section A

1. Go to www.MyEconLab.com
2. Under Register, click Student.
3. Enter the **Course ID: toriXXXXX**, and click Continue. Your School ID is your personal VSU Student ID number.
4. If you have an existing account with Pearson (for example, MyITLab, Mastering, MyMathLab...), enter your Pearson username and password. Click Sign in.
5. If you do NOT have an existing account with Pearson, click Create. Write down your new Pearson username and password to help you remember them.
6. If you already purchased an Access Code, you will enter the number. If you need to purchase an Access Code, you will be given the opportunity. If you do not have the money to purchase the Access Code, you will be able to request a 14 day temporary access. (Look for a link near the bottom of the page).

For video instructions

1. Go to www.MyEconLab.com
2. Scroll halfway down the page to Need a little help? and select one of the videos to watch.

To sign in later

1. Go to www.MyEconLab.com
2. Click Sign In.
3. Enter your Pearson Account username and password. Click Sign in.
4. Under MyLab & Mastering New Design on the left, click ECON 3610 Trade and Culture: An Economics Perspective Section A to start your work.

Grading Policy (Table 7)

Your course grade will be based on the points earned on the Homework Assignments, Exams and an in-country Journal. The Homework Assignments and Exams will be administered through MyEconLab. Journal entries will be submitted electronically; the specifics will be disclosed prior to departure.

Each graded item must be completed and submitted by the specified due date and deadline time. Since students are given at least two weeks to complete each graded item, a due date change will not be granted. Graded items not submitted by the due date and deadline time will be assigned a grade of zero. NO make-up or

extended deadline times will be granted.

Homework Assignments:	80 possible points (10%). Eight homework assignments will be assigned and graded through MyEconLab. Each homework assignment will be worth up to 10 points. The first two homework assignments cover the course syllabus and MyEconLab orientation. These must be completed with 100% before continuing with the course material. The remaining six homework assignments correspond to chapters covered in this course. You will be allowed unlimited attempts and unlimited time when completing the homework assignments. I encourage you to attempt the chapter homework assignments until you earn a 100% and have mastered the chapter content.
Exams:	320 possible points (40%). Four exams will be administered through MyEconLab. Each exam will be worth up to 80 points. You will be allowed ONE attempt for each exam. Once you begin, you will have 1 hour 15 minutes to complete it or up to 9:00pm on the due date. Make sure you study before beginning the exam; you will not have enough time to look up the answers while taking the exam. You may not stop and restart an exam. The types of questions on the exams will be similar to those asked in the homework assignments.
Country Current Event	100 points (12.5%) Students will identify a current event and research the background of the event, identify the influences culture has on the current event, and evaluate the impact of the current event on trade. The current event must be approved before departure to the country. Honors students will meet one-on-one or in a small group to present and discuss the current events. Students will submit a written report.
In-country Journal	300 possible points (37.5%). Students will maintain a journal while in the chosen country. The journal will include observations, answers to discussion topics, and other written activities. Specific assignments and rubrics will be given to students upon arrival in the chosen country.
Grading Scale:	A 800 – 720 points (90 – 100%) B 719 – 640 points (80 – 89%) C 639 – 560 points (70 – 79%) D 559 – 480 points (60 – 69%) F Less than 480 points (below 60%)

Access Office (Table 9)

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements

of this course, please contact the Access Office for Students with Disabilities in Farber Hall, 229-245-2498 (voice) and 229-219-1348 (tty). Also, please discuss this need with me before the second week of the semester.

Withdrawal Policy (Table 10)

Students may withdraw from this course following the drop/add period through October 9th online through Banner. A grade of "W" will appear in your official records if you have withdrawn five or fewer times per the Limited Withdrawal Policy. For the sixth and each subsequent withdrawal that counts under this policy, you will receive a grade of "WF", which is the equivalent of an F. Students receiving financial aid should be aware that withdrawal from courses may affect continued financial aid eligibility. If students do not pass 67% of attempted classes during the calendar year (attempted classes include those from which students have withdrawn), they could lose their financial aid. For more information about the Limited Withdrawal Policy, see <http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php> for complete information.

Cheating (Table 11)

The Academic Integrity Code of the Student Code of Conduct listed in the Student Handbook states that "**All students are expected to do their own work and to uphold the highest standard of academic ethics.**" The Student Code of Conduct specifies the policies to which all students must adhere and the academic and disciplinary responses if the Code is violated. Students are responsible for informing themselves about the Code of Conduct before performing any academic work. A student who has engaged in academic misconduct as defined by the Academic Integrity Code will receive a zero for the assignment and may also receive a failing grade for this course. For detailed information, visit the Student Handbook and select the Student Code of Conduct <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf>

Cheating is in no way tolerated at Valdosta State University or in this course. You are expected to complete the graded items without the help of others. The full penalty for anyone caught cheating will be determined in consultation with the Dean of the Langdale College of Business Administration and may be reported on your permanent record.

Course Schedule and Due Dates (Table 12)

Open Date is the date the assignments will first be available. To offer you the greatest flexibility, all Homework Assignments and Exams will open on Monday, May 18th.

The Homework Assignments and Exams should be completed in the order listed below. Although all Homework Assignments and Exams open as of Monday, May 18th, the Due Dates vary. The Due Dates are the **last** dates the graded item can be submitted. **The Deadline time for all graded items is 9:00pm eastern standard time (EST).**

You may submit your homework assignments and exams any time between the Open Date and the 21:00pm EST (9:00pm EST) on the Due Date. Do NOT wait to complete the Homework Assignments and the Exams on the due date. You will not likely have sufficient time to complete all of the work and learn the material.

I will respond to messages within 24 hours with the exception of holidays.

Abbreviations: M stands for Module; Ch stands for Chapter; HW stands for Homework Assignment; EX stands for exam.

M	Ch	MyEconLab Graded Items	Type	Open Date	Due Date
1		Syllabus Homework	HW	May 18	June 3
2	0	MyEconLab Orientation	HW	May 18	June 3
3	1	The United States in a Global Economy	HW	May 18	June 3
4	2	International Economic Institutions since WWII	HW	May 18	June 3
5	3	Comparative Advantage and Gains from Trade	HW	May 18	June 3
		Exam 1 (Chapters 1, 2, 3)	EX	May 18	June 5
6	6/7	Introduction to Tariffs and Quotas	HW	May 18	June 10
7	10	Exchange Rates and Exchange Rate Systems	HW	May 18	June 10
		Exam 2 (Chapter 6/7 and 10)	EX	May 18	June 12
8	XX	Regional Trade Agreement for specific country	HW	May 18	June 17
	13	NAFTA			
	14	European Union			
	15	Latin America			
	16	East Asia			
	17	BRIC countries			
		Exam 3 (Chapter XX)	EX		June 19
		Exam 4 (Comprehensive)	EX		June 26

Detailed Course Schedule and Learning Activities (Table 13)

A separate document titled Detailed Course Schedule and Learning Activities lists learning activities to prepare you for the homework assignments and exams. It is uploaded on to both BlazeVIEW and MyEconLab.

Hints for Success in the Course (Table 14)

Economics cannot be memorized. Similar to math, the concepts must be practiced and applied. Read the textbook, try as many practice questions as possible, and do all of the activities listed in the Detailed Course Schedule and Learning Activities document.

Do not wait until the last minute to do your reading, homework assignments, and exams. If you give yourself time to absorb the material, your comprehension will improve significantly.

Contact me if you are confused about something! Your success in this course is important to me, so ask for help if you need it. When you are completing the online portion of this course, I cannot tell you are having difficulty. You have to take the initiative to contact me, the sooner the better.

Faculty Evaluation (Table 15)

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. I appreciate your thoughtful comments and suggestions and will use them to improve the course.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/7/2014 (mm/dd/yyyy)

Department Initiating Revision:
Economics & Finance

Faculty Member Requesting Revision:
Ning Wang

Current Course Prefix, Title, & Number:

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

FIN 2380 Personal Finance

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: FIN 2380 Personal Finance

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: FIN 1500 Fundamentals of Personal Finance

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring, 2014

Estimated Frequency of Course Offering:

every semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The new title and number better signal the fact that the class covers basic personal finance and contributes to students' basic financial literacy.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 10/22/2014
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 10/22/14
Dean/Director: <i>[Signature]</i>	Date: 10/22/14
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



FIN 1500: FUNDAMENTALS OF PERSONAL FINANCE

Spring 2015, T & R 2:00 – 3:15 pm, Pound Hall 201

Dr. Ning Wang, Department of Economics & Finance

Office Hours: T & R 9:30-11:00 am, 12:30-2:00 pm, or by appointments

Office: HSBA 3215; Phone: (229) 245-3811; Email: nwang@valdosta.edu

I. REQUIRED TEXT: *Personal Financial Planning*, Gitman and Joehnk, 13th ed., 2013

II. CATALOG DESCRIPTION:

The primary objective of this course is to provide a non-technical, fundamental, and practical overview of personal finance issues. Topics can include achieving personal financial goals through planning and budgeting, concept of the time value of money, taxes filing, asset/liability management, guidelines of making major purchases, credit management, protecting wealth through appropriate insurance planning, building investment portfolio, and planning for retirement. This course is intended to assist students in answering questions that arise in the everyday process of managing personal finances.

III. COURSE OBJECTIVES AND LEARNING OUTCOMES:

Course Objectives: After successfully completing the course, the student should be able to demonstrate the abilities to:

- Identify and quantify individual short- and long- term financial goals
- Describe the financial planning process over the lifetime and discuss the importance of career planning
- Understand the concept of the time value of money
- Demonstrate how to manage money, make major purchases and use credit wisely
- Describe personal risk management tools such as home, life, auto, health insurance
- Discuss why and how to build an investment portfolio
- Discuss why and how to plan effectively for retirement

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 three learning goals:

- Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.
- Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.

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

IV. IMPLEMENTATION OF THE COURSE:

The course consists of lectures, problem solving, discussions, and group projects. The outline at the end of syllabus indicates the reading assignment for each class. Class lectures, projects and examinations will help students to know how to apply important concepts, institutions, and techniques to analyze real world problems rather than simply repeat what has been contained in the readings. Students are strongly encouraged to ask questions and participate in class discussions.

V. COMMUNICATION REMARKS:

- Active student participation is highly encouraged. It is always better to ask, discuss and solve questions and problems in the classroom than in other occasions.
- All general announcements, such as course PPTs, notes, problems, projects, will be posted on BlazeView¹. Something urgent may also be sent out via VSU Email, such as unexpected changes of class schedule. It is your responsibility to check them frequently to get the most updated information.
- Students are strongly recommended to take advantage of the office hours. I am also happy to schedule appointments at mutually convenient time. Please feel free to send me an email to my VSU Email or call me.
- You are always welcome to talk with me about teaching/learning feedback.
- Your constructive assessment of this course plays an indispensable role in shaping education at VSU. Upon completing the course, please take the time to complete an online Student Opinion of Instruction² anonymous survey (SOI) through Banner.

VI. GRADING:

The course grade will be based on the following parts, including class participation, two exams, and group projects. The full score for each part is 100 pts. Note that these parts are subject to different weights as shown below,

Class Participation	15%
Projects	30%
Midterm Exam	25%
Final Exam	30%

Grades scale will be awarded on a solid basis. The following detailed scale table applies, and it is subject to be adjusted.

¹ Please check and log in the BlazeView via <http://valdosta.edu/academics/elearning/blazeview-d2l.php>.

² Students will receive a notification by VSU e-mail when the SOI is available. SOI responses are anonymous. Complete information about SOI is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Grades	A	B	C	D	F
Scores	90	80	70	60	< 60

● **Class Participation:**

To motivate students in this practical course, here are advices for class participation:

- Please see the attendance policy below for the basic participation requirements.
- **In-class exercises** will be provided randomly to be evaluated as part of class participation score. Anyone absent will get zero score.
- You must turn off cell phone before class. If your cell is used in class, instructor will keep it until the end of class and you lose 10 points in participation score.
- Some students will be called or volunteer to solve problems, review materials or share personal experience in the classroom. Any valuable voluntary questions, answers and discussions during the class are welcome, and this may result in a 1-3 point **bonus** in participation score. To get the bonus, student should be able to develop wonderful insights, or bring new information and technology, or motivate an interesting discussion in the field of learning materials in the classroom. Trust yourself!

● **Projects:**

Projects are more about end-of-chapter practical questions, and will be posted quite well before the due dates. You may have 3 or 4 students in total for the group capacity. If a group has any type of a problem with an individual group member, they are requested to talk to me immediately rather than let the problem fester. The group project should be completed and turned in prior to the class meeting on the due date. Turning your project in late may result in the credit loss. For instance, being late for 2 days may result in losing 20% of your credit while 1 week delay may result in the loss of 50% of your credit. Further information will be given throughout classes.

● **Exams:**

Both exams will be **open-book & notes** and in format of multiple choice and short paragraph questions. Specific issues of exams will be discussed and announced in the class prior to the exams. No copy of exam materials is allowed. To apply and integrate important concepts is necessary to succeed on the exams. These skills can be trained and enhanced by discussions, problem solving and exercises over the class. Do remember I am always here willing to help you with any problems in this course.

Exams **should not be missed** except when circumstances beyond your control (e.g., sickness attested by a medical certificate, jury duty, VSU sanctioned events, etc.). Note that any other unexcused absence will result in a grade of zero for that exam. If an exam must be missed, a make-up or prior exam will be scheduled at the instructor's discretion. Verification is required and permission to miss an exam must be secured prior to the scheduled exam time. Please check the exam schedules from the class outline below, and be sure to **contact me immediately** if you have any concerns about exams

● **Withdrawal Policy³**

A student can withdraw passing before or on the withdrawal deadline. After this deadline, a withdraw passing is only granted to a student if he/she is making a D or better and he/she has experienced hardship, e.g. hospitalization or death in family. Undergraduates are limited to five course withdrawal grades for their entire enrollment at VSU. All subsequent withdrawals will be recorded as withdraw fail (calculated as an 'F' for GPA).

VII. ATTENDANCE POLICY

It is expected that you will attend class **on time** regularly. Students who have missed more than **20%** of the classes (**6 classes**) will receive a grade F for the course.

VIII. ACADEMIC HONESTY:

You will be held to the highest standards of honesty and integrity in connection with exams and projects. Cases of academic dishonesty of any type will, at minimum, result in an F grade. Please refer to VSU's **Academic Honesty Policies and Procedures⁴** for further information.

IX. STUDENTS WITH SPECIAL NEEDS:

To the extent feasible, arrangements will be made to accommodate special needs. Any student with special needs due to language, physical, or other difficulty that might impede learning is invited to share this information with me. Students not registered with the Access Office should contact the Access Office via 245-2498.

X. STUDENT SUCCESS CENTER

The Student Success Center (SSC) provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information. They can be reached by 333-7570 and ssc@valdosta.edu.

XI. OTHER REMARKS:

You are suggested to follow the university rules regarding food, drinks and tobacco usage while you are in the classroom. In some rooms water is accepted while it is not in other rooms. I reserve my right to send Student Conduct Incident Report and Report of Academic Dishonesty when some related actions are observed. I also reserve the right to stop any disrupting or rude actions during classes, and the right to reassign seating arrangements in some circumstances.

³ For Withdrawal Policy at VSU, please check the following website, <http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php>.

⁴ For Academic Honesty Policies and Procedures at VSU, please check the following website, <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>.

XII. CLASS OUTLINE:

Note that this course syllabus provides a general plan for the course. Deviation from this plan could be necessary, depending upon our progress. Additional reading, in the form of handouts, might be required.

<u>Date</u>	<u>Topic</u>	<u>Material</u>	<u>Memo</u>
Jan 13	Introduction and Overview	Syllabus	
Jan 15	Financial Planning Process	Chapter 1	
Jan 20	Financial Planning Environment	Chapter 1	
Jan 22	Financial Statements I	Chapter 2	
Jan 27	Financial Statements II	Chapter 2	
Jan 29	Financial Budgets	Chapter 2	
Feb 03	Cash Management	Chapter 4	
Feb 05	Taxes Management I	Chapter 3	
Feb 10	Taxes Management II	Chapter 3	
Feb 12	Auto Decisions	Chapter 5	Project I Due
Feb 17	Housing Decisions	Chapter 5	
Feb 19	Auto Insurance	Chapter 10	
Feb 24	Homeowners Insurance	Chapter 10	
Feb 26	Life Insurance I	Chapter 8	
Mar 03	Midterm Exam (2:00 -3:15 pm)		
Mar 05	Life Insurance II	Chapter 8	
	Last Day to Withdraw		
Mar 10	Health Insurance I	Chapter 9	
Mar 12	Health Insurance II	Chapter 9	
Mar 17	Other Insurance	Handouts	
Mar 19	Managing Credit	Chapter 6	Project II Due
Mar 24&26	No classes		Spring Break
Mar 31	Managing Loans	Chapter 7	
Apr 02	Investment Planning	Chapter 11	
Apr 07	Investment Risk and Return	Handouts	
Apr 09	Stocks and Bonds I	Chapter 12	
Apr 14	Stocks and Bonds II	Chapter 12	
Apr 16	Mutual Funds	Chapter 13	
Apr 21	Mutual Funds	Chapter 13	
Apr 23	Retirement Plan I	Chapter 14	Project III Due
Apr 28	Retirement Plan II	Chapter 14	
Apr 30	Retirement Plan III	Chapter 14	
Apr 05	Final Exam (2:45 – 4:45 PM)		

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REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

OCT 27 2014
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 227

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

Degree and Program Name:

Present Requirements: The Valdosta Symphony Orchestra is a professional orchestra in residence at VSU made up of resident artist-faculty, VSU students, and carefully selected professionals from a five-state region. All qualified students are eligible through audition. The orchestra annually presents a subscription season of four concerts, a youth concert series, regional performances, and special concerts for the community.

Proposed Requirements: (highlight changes after printing) The Valdosta Symphony Orchestra is a professional orchestra in residence at VSU made up of resident artist-faculty, VSU students, and carefully selected professionals from a five-state region. All qualified students are eligible through audition. The orchestra annually presents a subscription season of four concerts, a youth concert series, regional performances, and special concerts for the community. The String Ensemble is open to any VSU student by permission of the instructor.

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 Allows for an additional principal ensemble option for string principals and other principals. Students will rehearse and perform varied repertoire in a concert setting.
- 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. **Feedback from faculty requesting additional performance opportunities in larger ensembles for string principals and other principals. Requests from students in SOIs for additional performance opportunities.**
- 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. **Evaluation of SOIs.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Evaluation of ensemble's performances.**

Approvals:	
Department Head: <i>27 July</i>	Date: <i>10/17/14</i>
College/Division Exec. Committee: <i>UE</i>	Date: <i>10/20/14</i>
Dean(s)/Director(s): <i>[Signature]</i>	Date: <i>10/20/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 27 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

new track: Theatre

Management Track

Current Catalog Page Number:

242

Proposed Effective Date for

Curriculum Change:

(Month/Year): August/2015

Degree & Program Name:

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

Theatre

Present Requirements:

One of the following tracks.....22 hours

A. Performance Track.....22 hours

THEA 1710, THEA 3200.....2 hours

DANC 1600 or DANC 2800.....2 hours

THEA 2110, THEA 3800, THEA 4800 9 hours

THEA 2840, THEA 3710.....4 hours

THEA 3880 or THEA 3890.....3 hours

THEA 3010.....2 hours

B. Production

Track.....22 hours

THEA 3840, THEA 3300.....4 hours

THEA 3720 or THEA 3725.....4 hours

THEA 3760 or THEA 3770 or THEA 3780....3

hours

THEA 3790.....2 hours

THEA 3880 or THEA 3890.....3 hours

THEA 4760, THEA 4770.....6 hours

C. Musical Theatre Track.....22 hours

MUSC 1000, DANC 1900.....4 hours

DANC 1600 or DANC 2800.....2 hours

DANC 3800.....3 hours

THEA 3020, THEA 4020.....4 hours

DANC 2910 and THEA 3200.....2 hours

THEA 3021 and THEA 3031.....2 hours

THEA 3710.....2 hours

THEA 4810.....3 hours

Proposed Requirements (Underline changes after printing this form:

One of the following tracks..... 22 hours

A. Performance Track..... 22 hours

THEA 1710, THEA 3200.....2 hours

DANC 1600 or DANC 2800.....2 hours

THEA 2110, THEA 3800, THEA 4800....9 hours

THEA 2840, THEA 3710.....4 hours

THEA 3880 or THEA 3890.....3 hours

THEA 3010.....2 hours

B. Production Track.....22 hours

THEA 3840, THEA 3300.....4 hours

THEA 3720 or THEA 3725.....4 hours

THEA 3760 or THEA 3770 or THEA 3780.....3

hours

THEA 3790.....2 hours

THEA 3880 or THEA 3890.....3 hours

THEA 4760, THEA 4770.....6 hours

C. Musical Theatre Track.....22 hours

MUSC 1000, DANC 1900.....4 hours

DANC 1600 or DANC 2800.....2 hours

DANC 3800.....3 hours

THEA 3020, THEA 4020.....4 hours

DANC 2910 and THEA 3200.....2 hours

THEA 3021 and THEA 3031.....2 hours

THEA 3710.....2 hours

THEA 4810.....3 hours

D. Theatre Management Track.....22 hours

ACCT 2099, MKTG 3050, THEA 2840.... 8 hours

ACED 2400 or BUSA 2201 or CS 1000....3 hours

MGNT 3900 or MGNT 3910 or COMM 3200...3

hours

THEA 3725 or THEA 3730..... 3 hours

THEA 3745, THEA 4740.....5 hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Alumni feedback, requests of current students and inquiry by prospective students.

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.) Program assessment responses.


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?).

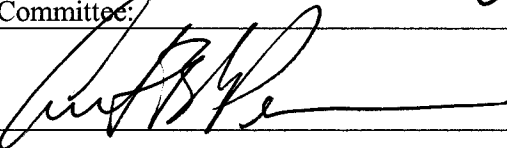
Data Sources:

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

Approvals:

Department Head:  Date: 10-17-14

College/Division Exec. Committee:  Date: 10/22/14

Dean(s)/Director(s):  Date: 10/27/14

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

Graduate Dean:
(for graduate course) Date:

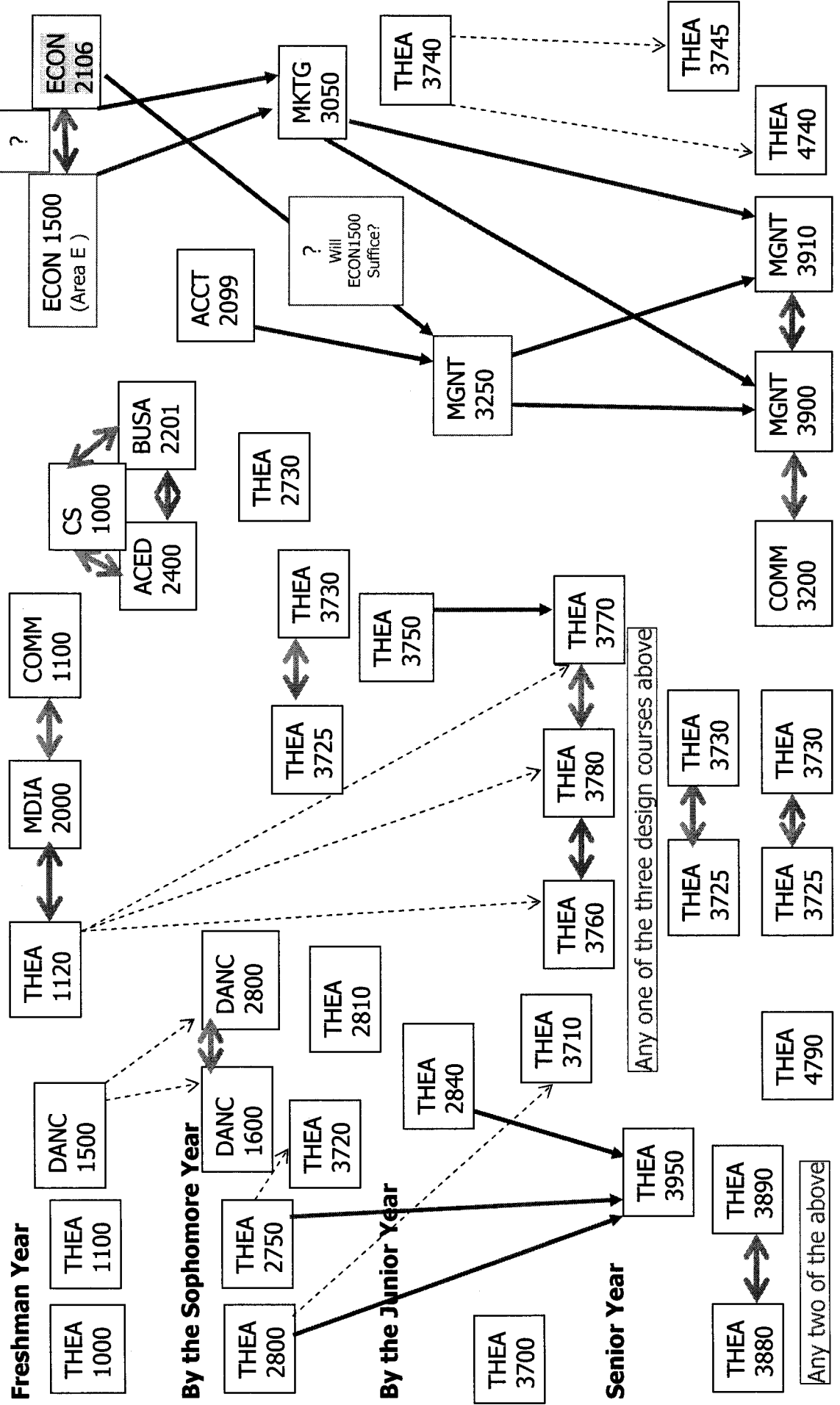
Academic Committee: Date:

Form last updated: January 6, 2010

Theatre Management Emphasis
Required Course Pre-Req Pattern

Suggested Sequence → Required Sequence →

OR



Electives 10 Hours TOTAL. Req PreReq's: MGMT 3250. 7 hours remain
 ECON: if 1500 will suffice for all, then covered in Area E, if must take ECON 2106 for MGMT 3900/3910, 4 elective hours remain.

Theatre Management Track
Proposed Course Offerings

as of August 14, 2014

DEPT #	Hours	PRE-REQ/CO-RE	Competencies
ACCT 2099	3	none	Accounting
BUSA 2201 or ACED 2400 or CS 1000	3	none	Computer literacy
THEA 2840	2	none	Production activity
MKTG 3050	3	ECON 1500 (Area E) or ECON 2106	Marketing
MGNT 3900 or MGNT 3910 or COMM 3200	3	MGNT: MGNT 3250 + MKTG 3050; COMM: Sophomore status	Focus: NP, P or Support
THEA 3725 or THEA 3730	3	none	Practicum Experience
THEA 3745	2	THEA 3740: in Sr. Curr	Front of House/Audience
THEA 4740	3	THEA 3740: in Sr. Curr	Legal and Personnel Issues
	<u>22</u>		

22	upper level hours in Sr. Curriculum
14	upper level hours in Sr. Track
<u>36</u>	
3	upper level hours needed in Electives (see prereqs for MGNT)
<u>39</u>	minimum upper level hours needed to Graduate

GUIDED ELECTIVES:

- 10 Minimum Hours
- 3 MGNT 3250 if taking MGNT 3900 or 3910
- 7 remaining
- worthy of consideration
- DIS, Internship
- MKTG pre req: MKTG 3050 (required)
- MKTG pre req: ?

Rational for focus options:

Course and Title	Focus Area
MGNT 390: Entrepreneurship	Commercial
MGNT 391: Small Business Management	Not For Profit
COMM 32C PR	Support/Marketing/Advertising etc.

Guthrie teaching load

Year A		Year B	
Fall	Spring	Fall	Spring
THEA 4790	THEA 3740	THEA 4790	THEA 3740
tbd	THEA 3745	tbd	THEA 4740
THEA 3730	THEA 3730	THEA 3730	THEA 3730
PSST!	PSST!	PSST!	PSST!

tbd traditionally has been THEA 1000 or THEA 1100, special topics would work too!

Anticipated Theatre Management Track Coursework by Year

Freshman	Sophomore	Junior	Senior
ACED/BUSA/CS	ACCT 2099	MGNT 3250	THEA 3725/3730
Econ 1500 or 2106	MKTG 3050	3 Area option	THEA 4740
	THEA 2840	THEA 3745	

Elective

Area E or elective

Sr. Curriculum

Foundation Course for Focus Area

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OCT 27 2014

REQUEST FOR A NEW COURSE

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 08/15/2014 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Duke Guthrie

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
THEA 4740

Proposed New Course Title:
Theatre, Labor Relations and the Law
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Theatre, Labor Relations & Law

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
every other spring

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

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

Prerequisites: THEA 3740.

An overview of legal problems and procedures related to theatre: including profit and nonprofit corporations, contracts agreements, collective bargaining and federal law, federal and state regulations, and personnel policies.

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: Incorporates legal studies in the proposed Theatre Management Track within the BFA in Theatre degree, per accrediting standards.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, alumni surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) materials collected and evaluated for program assessment purposes; students in the track.
- Other:

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

Approvals:		
Dept. Head:	<i>Mark Bey</i>	Date: 10-17-14
College/Division Exec. Comm.:	<i>U E</i>	Date: 10/22/14
Dean/Director:	<i>[Signature]</i>	Date: 10/27/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Sample Syllabus

THEA 4740 Theatre, Labor Relations and the Law 3-0-3

Course Description:

Prerequisite THEA 3740. This course will consist of an overview of legal problems and procedures related to theatre: profit and nonprofit corporations, contracts, agreements, collective bargaining and labor law, federal and state regulations, and personnel policies.

Rationale:

This course is a requirement for Theatre Arts majors following the Theatre Management track.

Texts:

Stein, T., Bathurst, J. (2008). *Performing Arts Management: A Handbook of Professional Practices*. Allworth Press.

Actors' Equity Association , League of Resident Theatres. (2013) *Agreement and Rules Governing Employment in Resident Theatres*. Actors' Equity Association.

Course Objectives: Upon successful completion of this course, students will be able to:

1. Identify and demonstrate the similarities and differences among profit and nonprofit theatre entities.
2. Demonstrate knowledge of basic legal and business tenets of contracts and agreements
3. Demonstrate knowledge of collective bargaining practices and US Labor Law.

General Education Outcomes:

1. Students will analyze, evaluate and interpret diverse forms of human communication.

Student Learning Outcomes:

1. Students will articulate a cultural and historical perspective appropriate to their emphasis.
2. Students will demonstrate acting, technical and design skills based on the career goals of the individual student.

Evaluation: Students will be evaluated on written assignments, exams, and quizzes.

Credit: Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes.

An hour of instruction is the equivalent to 50 minutes of class time (often called a contact hour). Contact hours and student outside academic activity hours required for specific types of courses are as follows:

Lecture Classes: For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class time. A three credit hour lecture course will require an average of six hours per week of student outside academic activity.

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OCT 27 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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: 247

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

Degree and Program Name:

Present Requirements:

Orchestra (MUSC 3860). Principal ensemble in fall and spring semesters for orchestral string principals in all undergraduate music degree programs.

Proposed Requirements: (highlight changes after printing) Orchestra (MUSC 3860) or String Ensemble (MUSC 3861). Options for principal ensemble in fall and spring semesters for orchestral string principals in all undergraduate music degree programs.

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

- Improving Student Learning Outcomes Allows for an additional principal ensemble option for string principals and other principals. Students will rehearse and perform varied repertoire in a concert setting.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other


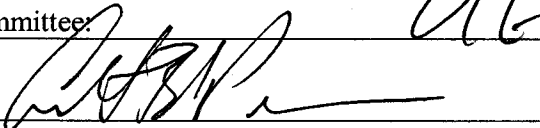
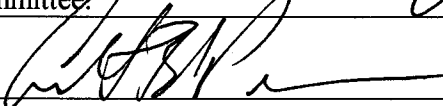
Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Feedback from faculty requesting additional performance opportunities in larger ensembles for string principals and other principals. Requests from students in SOIs for additional performance opportunities.**
- 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. **Evaluation of SOIs.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Evaluation of ensemble's performances.**

Approvals:	
Department Head: 	Date: 10/17/14
College/Division Exec. Committee: 	Date: 10/20/14
Dean(s)/Director(s): 	Date: 10/20/14
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 27 2014

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

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

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Current Catalog Page Number:
254

Proposed Effective Date for Curriculum Change:
(Month/Year): 01/15

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

Present Requirements:

MUSC 1011-1012	6 hours
MUSC 1051-1052	2 hours
MUSC 3610	4 hours
MUSC 3820, 3850-3880, or 4850 (Ensembles)	4 hours
MUSC 3___ or 4___ Electives	2 hours
TOTAL	18 hours

Proposed Requirements (Underline changes after printing this form:

MUSC 1000 (online)	
Required before 1011/1051	2 hours
MUSC 1100	3 hours
MUSC 1011	3 hours
MUSC 1051	1 hour
MUSC 3610	4 hours
MUSC 3820, 3850-3880, or 4850 (Ensembles)	4 hours
MUSC 3___ or 4___ Elective	1 hour
TOTAL	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: Taking MUSC 1000 Fundamentals of Music before MUSC 1011 Music Theory I and MUSC 1051 Music Theory Lab I will improve student success in the latter courses.
- Adopting current best practice(s) in field: Inclusion of MUSC 1100 Music Appreciation fills the need for an overview of music history.
- Meeting mandates of state/federal/outside accrediting agencies: Inclusion of MUSC 1100 Music Appreciation satisfies NASM standards for an overview of music history.
- 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.) Knowledge of theory and history as evidenced by quizzes

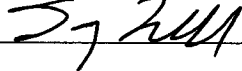
and exams.

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:

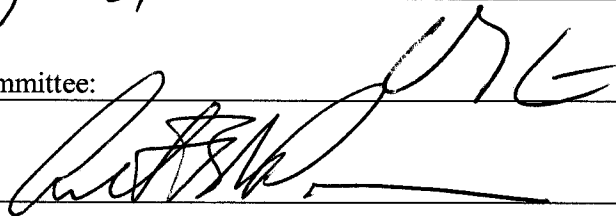
- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Knowledge of theory and history as evidenced by quizzes and exams.

Approvals:

Department Head: 

Date: 10/16/14

College/Division Exec. Committee:



Date: 10/20/14

Dean(s)/Director(s):

Date: 10/20/14

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

VSU DEPARTMENT OF MUSIC ADVISING CHECK SHEET

MINOR IN MUSIC

STUDENT NAME: _____
 STUDENT ID: _____ APPLIED AREA: _____
 ENTRANCE YEAR/SEMESTER: _____
 MUSIC ADVISOR: _____ MAJOR: _____

SEMESTER 1 - FALL	2 hrs.	<u>CLASS</u>	<u>HRS</u>	<u>GRADE</u>	<u>TERM</u>
Applied Music		MUSC 3610 (Private Lesson - 30 minutes)	1	_____	_____
Music Ensemble		MUSC _____	1	_____	_____
MUSC 3820 Concert Choir MUSC 3850 Concert Band MUSC 3860 Orchestra MUSC 3870 Jazz Ensemble MUSC 3880 Marching Band					

SEMESTER 2 - SPRING	3 hrs.	<u>CLASS</u>	<u>HRS</u>	<u>GRADE</u>	<u>TERM</u>
Applied Music		MUSC 3610 (Private Lesson - 30 minutes)	1	_____	_____
Music Ensemble		MUSC _____	1	_____	_____
Fundamentals of Music (Online)		MUSC 1000 (Required before 1011/1051)	2	_____	_____

SEMESTER 3 - FALL	6 hrs.	<u>CLASS</u>	<u>HRS</u>	<u>GRADE</u>	<u>TERM</u>
Applied Music		MUSC 3610 (Private Lessons - 30 minutes)	1	_____	_____
Music Ensemble		MUSC _____	1	_____	_____
Music Theory I		MUSC 1011	3	_____	_____
Music Theory I Lab		MUSC 1051	1	_____	_____

SEMESTER 4 - SPRING	5 hrs.	<u>CLASS</u>	<u>HRS</u>	<u>GRADE</u>	<u>TERM</u>
Applied Music		MUSC 3610 (Private Lesson - 30 minutes)	1	_____	_____
Music Ensemble		MUSC _____	1	_____	_____
Intro to Music		MUSC 1100 (Can be taken any semester)	3	_____	_____

FREE MUSIC ELECTIVES	1 hrs.	<u>CLASS</u>	<u>HRS</u>	<u>GRADE</u>	<u>TERM</u>
Upper Division Only		MUSC _____	_____	_____	_____

TOTAL 18 hrs.

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REQUEST FOR A NEW COURSE

Valdosta State University

RECEIVED

OCT 27 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 09/12/2014 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Lynn Corbin

Proposed New Course Prefix & Number:

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

MUE 3000

Proposed New Course Title:

Introduction to Music Education

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Intro to MUE

Semester/Year to be Effective:

Fall 2015

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 1

Credit Hours: 2

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 overview of the public school music program P-12. Students will discover what the career of a music director involves through classroom activities, observations, and clinical experiences in public school classrooms and performing groups.

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

Improving student learning outcomes: The Department of Music is in the process of submitting a proposal for a new degree: Master of Arts in Teaching (MAT) with a Major in Music. MUE 3000 Introduction to Music Education will be a requirement in the Bachelor of Arts Music Education Track as an upper division introductory and preparatory course for the MAT.

Adopting current best practice(s) in field: An introductory course is common in initial certification programs in music. MUE 3000 will address student interest in the profession and provide hands-on experiences with P-12 students.

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 reponse favors MAT approach.

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- 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. SOIs, matriculation rate to MAT

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Projects, presentations, essays and other materials as assigned.

Other:

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

Approvals:	
Dept. Head: <i>Sy Zulu</i>	Date: <i>10/17/14</i>
College/Division Exec. Comm.: <i>CE</i>	Date: <i>10/20/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/20/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MUE 3000: INTRODUCTION TO MUSIC EDUCATION

2-1-2

Days/Time:

Classroom:

Instructor:

Email:

Phone:

Office Room:

Office Hours:

RATIONALE: This course is designed to develop students' historical awareness of American music education, basic knowledge of school music program structure and content, and critical judgment about music teaching issues through classroom activities and observation and clinical experiences in public school classrooms and performing groups.

TEXT: Campbell, P.S (2008). Musician and teacher: An orientation to music education. New York: W.W. Norton and Company.

COURSE OBJECTIVES:

1. **Field-based Project:** Students will design, implement and assess a learning sequence appropriate for the grade level assigned. **FL1.1, 1.2, 2.1, 2.2; AL 1.1, 1.2, 1.3, 2.1, 2.2; DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3**
2. **Professional Literature:** Students will read and respond to a variety of assigned professional readings pertinent to music education. **CPL 1.1, 1.2; EDL 1.1, 1.2, 2.2**
3. **Analysis of Teaching:** Students will compare and contrast teaching styles observed in the field. **FL 1.1; DL 2.1**
4. **Philosophy of Teaching:** Students will write a coherent and focused personal Philosophy of Music Education statement. **CPL 1.1; EDL 1.1, 1.2**
5. **Professional Presentation:** Students will develop a professional presentation on an approved topic utilizing available technology. **TL 2.1, 2.2; CPL 1, 2.1, 2.2; DL 2.1**

DEPARTMENT OF MUSIC – SELECTED EDUCATIONAL OUTCOMES:

1. Candidates will apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. **InTASC 4, 5, 7, 8; NASM 7, 8; CPL 1.1, 1.2, 1.3, 2.1, 2.3 ; FL 1.1, 1.2, 1.3, 2.1, 2.2**
3. Candidates will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. **InTASC 6; AL 1.1, 1.2, 1.3, 2.1, 2.2**
4. Candidates will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. **InTASC 4, 5, 7, 8; NASM 7, 8; CPL 1.1, 1.2, 1.3, 2.1, 2.3; FL 1.1, 1.2, 1.3, 2.1, 2.2**

**Valdosta State University
Guiding Principles**

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

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

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

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

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions 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*

COURSE REQUIREMENTS:

Students will demonstrate the extent that they have met these departmental and College of Education outcomes through the following requirements.

Note the coded InTasc Standards listed following each requirement. Consult the key to find out how each assignment relates to the Standards.

Article Responses (via LiveText)

Using your LiveText account, post responses to the assigned weekly readings according to the format and timetable specified by the instructor. You should check your e-mail account at least twice per week during this course. Part of the evaluation criteria for these papers will include spelling, grammar, proper syntax, appropriate construction, and punctuation. **CPL 1.1, 1.2; EDL 1.1, 1.2, 2.2**

Philosophy of Music Education

Create the principles and beliefs that will provide a basis for the operation of the school music program under your leadership. To quote Reimer, "a goal is needed which focuses efforts toward something more satisfying than another concert, more meaningful than another contest, more important than another class." What will be the priorities of your program? What will be the goals for your program? Be concise. Do not exceed two pages double-spaced. Your audience is school administrators. Part of the evaluation criteria for this paper will include spelling, grammar, proper syntax, appropriate construction, and punctuation. **CPL 1.1; EDL 1.1, 1.2**

Presentation to Class

Working with a partner, select, read, analyze, review and prepare a brief class presentation (8-10 minutes) on an assigned concept, person or event relative to the development of music education in the United States. The use of PowerPoint or other media is expected. Part of the evaluation criteria for these presentations will include spelling, grammar, proper syntax, and the effectiveness of the presentation during class. Sample presentation topics include but are not limited to: Core Music Standards, advocacy, historical figures (Lowell Mason, John Dewey), block scheduling, Émile Jaques-Dalcroze; Carl Orff; Zoltán Kodály; and Shinichi Suzuki. **TL 2.1, 2.2; CPL 1, 2.1, 2.2; DL 2.1**

Field Experience Projects

- (1) Part One of this project should include significant contact time with children according to a preplanned schedule. A minimum of twelve (12) contact hours **MUST** be documented in journal format and submitted electronically (LiveText) at the end of the term. You will be assigned to and placed in a school based on your schedule. See the instructor during office hours to discuss your project. **FL 2.2**
- (2) For Part Two, you will make four field observations in local or regional schools at levels not addressed in Part One, or with the South Georgia String Project at VSU. Following each visit, you will complete an observation form available on LiveText. You will be assigned to the schools based on your schedule. **FL 1.1**

NOTE: Your field experiences for this course must demonstrate that you have observed or worked with students in five grade-level categories: PK-K, 1-3, 4-5, 6-8 and 9-12. In total for this course, you will receive **at least 16 hours of documented pre-service Field Experience**. **FL1.1, 1.2, 2.1, 2.2; AL 1.1, 1.2, 1.3, 2.1, 2.2; DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3**

Final Paper

Word-process your field observations into a "Final Paper" and submit via LiveText. This paper should be insightful and thought provoking and tie together several aspects of the class. Compare and contrast the teachers and classrooms that you visited according to:

1. Philosophy of Music Ed (this might include, for one example, music's place/function within the curriculum)
2. History of Music Ed (remember our presentations, e.g., maybe you'll see Orff instruments or Kodaly/Curwen hand signals or Pestalozzian principles, etc.)
3. A Master Teacher Profile

FL 1.1; DL 2.1

Participation (Attendance)

MUE 3000

Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism, and students are expected to attend all classes. Each absence will result in a lowered grade according to the instructor's specific policy. The university requires that any student who misses more than 20% of a class be subject to receiving a failing grade in the course. The attendance policy in this class will also extend to tardies and "early departures." Any combination of three tardies or "early departures" will equal one class absence.

Special Needs Statement

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

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

COURSE CALENDAR: To be provided by the instructor.

EVALUATION:

You will receive a letter grade and two semester-hours credit for MUE 2000. A minimum passing grade of "C" is required for teacher certification.

Grading Scale: 100-90% = A; 89-80% = B; 79-70 % = C; 69-60% = D; 59-0% = F

Assignments:

1.	Responses to readings (LiveText)	15%
3.	Philosophy of Music Education (LiveText)	10%
4.	Group Presentation to Class w/handout	15%
5.	Early Field Experience Projects (LiveText)	25%
6.	Participation (includes attendance)	20%
8.	Final paper (Live Text)	15%

Department of Music Credit Hour Definitions

MUE 3000 is a Lecture Course with a Laboratory component. There are requirements for written work, class attendance and off-campus field work.

Credit hour:

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses.

A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

Lecture Courses:

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for class. Thus, a 3 credit-hour lecture course will require an average of 6 hours per week of work outside of class.

Laboratory Courses:

For 1 or 2 contact hours per week of laboratory course instruction, students are expected to spend a minimum of ½ hour per day outside of class practicing or completing assignments. Thus, a 1 or 2 credit-hour laboratory course will require a minimum average of 3½ hours practice per week.

These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectations for student academic activity as it relates to college credit. With such investments of time, the average student in an average course might reasonably expect to make an average grade, or C. Earning a higher grade may require more than this average investment of expected student academic activity.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Plagiarism is copying directly the work of someone else and passing it off as your own. This is a serious offense and one for which you may be severely punished

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education and Department of Music are:

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

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

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>.

RECEIVED

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY
OCT 27 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 8/22/2014 (mm/dd/yyyy)

Department Initiating Revision: Music	Faculty Member Requesting Revision: David Morris
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUE 3100 Arranging for School Band, Chorus, and Orchestra

List Current and Requested Revisions:

Current: Course Prefix and Number: MUE 3100 Credit Hours: 1 Course Title: Arranging for School Band, Chorus, and Orchestra Pre-requisites: MUSC 2012 and MUSC 2052, and, for music education majors only, a grade of "S" in MUE 2999 Course Description: Basic techniques of scoring for school choral and instrumental groups.	Requested: Course Prefix and Number: MUSC 3100 Credit Hours: 2 Course Title: Arranging for Band, Chorus, and Orchestra Pre-requisites: MUSC 2012 and MUSC 2052 Course Description: Basic techniques of scoring for choral and instrumental groups of all levels.
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Semester/Year to be Effective: Fall 2015	Estimated Frequency of Course Offering: Fall and Spring semesters
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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: NASM Requirement.

Other:

Plans for assessing the effectiveness of the course: SOI's, and materials collected and evaluated for program assessment purposes such as tests, specific assignments, etc. Tests and materials collected.

Approvals:	
College/Division Exec. Comm.:	U/G Date: 10/20/14
Dept. Head:	9 of 2014 Date: 10/17/14
Dean/Director:	Date: 10/20/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 17, 2014

RECEIVED

OCT 27 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course Valdosta State University	
Date of Submission: 08/18/2014 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Kenneth P. Kirk
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 1011 Music Theory I	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Corequisite: MUSC 1051 Course Description:	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: MUSC 1000 (music minors only). Corequisite: MUSC 1051. Course Description:
Semester/Year to be Effective: Spring 2015	Estimated Frequency of Course Offering: annually
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) <input checked="" type="checkbox"/> Improving student learning outcomes: Taking MUSC 1000 - Fundamentals of Music - before MUSC 1011 will improve success in the latter course. <input checked="" type="checkbox"/> Adopting current best practice(s) in field: In most cases where they are offered, music fundamentals courses are taken before the theory sequence. <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	
Plans for assessing the effectiveness of the course: Rate of success in MUSC 1011 Music Theory I.	

Approvals:	
College/Division Exec. Comm.: <i>UL</i>	Date: <i>10/20/14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/12/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/27/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 17, 2014

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth P. Kirk

Current Course Prefix, Title, & Number:

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

MUSC 1101 Diction For Singers

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

Current:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2015

Estimated Frequency of Course Offering:

annually

Indicate if Course will be : Requirement for Major Elective

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

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

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.) Tests and final exam

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

Data Sources:

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

Approvals:	
Dept. Head: <i>Jay Z...</i>	Date: <i>8/25/14</i>
College/Division Exec. Comm.: <i>UM</i>	Date: <i>6/22/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/27/14</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

OCT 27 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 10/17/2014 (mm/dd/yyyy)

Department Initiating Revision: Music	Faculty Member Requesting Revision: Dr. Howard Hsu
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 3860 Orchestra

List Current and Requested Revisions:

<p>Current:</p> <p>Course Prefix and Number: MUSC 3860</p> <p>Credit Hours: 1</p> <p>Course Title: Orchestra</p> <p>Pre-requisites: Corequisite: Applied lessons or permission of instructor.</p> <p>Course Description: Principal ensemble for orchestral string principals and majors and other principals according to assignment by the Head of the Department of Music. Open to any VSU student.</p>	<p>Requested:</p> <p>Course Prefix and Number:</p> <p>Credit Hours:</p> <p>Course Title:</p> <p>Pre-requisites:</p> <p>Course Description: Principal ensemble for orchestral string principals and majors according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor.</p>
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Semester/Year to be Effective: Spring 2015	Estimated Frequency of Course Offering: Every semester
--	--

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Clarifies that only string students can take MUSC 3860 Orchestra as a principal ensemble.

Plans for assessing the effectiveness of the course: Evaluation of performances.

Approvals:	
College/Division Exec. Comm.: <i>CLB</i>	Date: <i>10/20/14</i>
Dept. Head: <i>37 Kelly</i>	Date: <i>10/17/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/20/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 17, 2014

RECEIVED

OCT 27 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW COURSE
Valdosta State University

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

Department Initiating Request: Music	Faculty Member Requesting: Howard Hsu
--	---

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 3861	Proposed New Course Title: String Ensemble Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) String Ensemble
---	---

Semester/Year to be Effective: Spring 2015	Estimated Frequency of Course Offering: Every semester
--	--

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0	Lab Hours: 2	Credit Hours: 1
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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.) Principal ensemble for string principals and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor.

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: Allows for an additional principal ensemble option for string principals and other principals. Students will rehearse and perform varied repertoire in a concert setting.
- 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. Feedback from faculty requesting additional performance opportunities in larger ensembles for string principals and other principals. Requests from students in SOIs for additional performance opportunities.
- 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. Evaluation of SOIs.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of ensemble's performances.
- Other:

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

Approvals:	
Dept. Head: <i>37 Jull</i>	Date: <i>10/17/14</i>
College/Division Exec. Comm.: <i>ALG</i>	Date: <i>10/20/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/20/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Valdosta State University • The Department of Music
MUSC 3861 • String Ensemble • Course Syllabus and Outline
Spring Semester, 2015**

Course Administration:

Dr. Howard Hsu, Instructor of Record
hphsu@valdosta.edu • 229.333.5841
Office FA 2007 (FA268A) • Office Hours: as posted
Graduate Assistant - Kellen Gray • klgray@valdosta.edu
Music provided by the Department of Music and/or the VSO
Pre-requisite: Permission of instructor, by audition only.

Course Content:

MUSC 3861 (String Ensemble) is an ensemble course designed for the development of the professional performer, the professional educator, and the active string student. Through this course the student will experience new repertoire, improve musicianship, and learn string ensemble discipline in a collaborative setting. String Ensemble serves as a principal ensemble for string principals and other principals according to assignment by the Head of the Department of Music. Open to any VSU student by permission of the instructor.

Course Objectives:

1. To achieve the highest degree possible of learning and orchestra/string orchestra performance.
2. To develop the ability to successfully prepare music for rehearsals and performances.
3. To understand and accept the responsibility of participation in a professional orchestra and in string orchestra.
4. To gain in-depth exposure to a wide variety of orchestral repertoire
5. To use rehearsal and performing experience as preparation for professional auditions and performances
6. To cultivate ensemble skills to create more well-rounded musicianship

Educational Outcomes: (VSU General Education Outcomes 3, 4, & 7; Music Department 3; NASM VIII D 3)

1. Student will have mastered a variety of string ensemble techniques leading to an ability to perform with competence within a small or large group of others.
2. Student will have learned how to listen and respond in a string ensemble setting with regard to a number of musical issues such as balance, color, articulation, style, intonation, intensity, etc.
3. Student will have gained insight into the physical and mental rigor and discipline necessary to continue improving musical technique and expression over time.
4. Student will have gained knowledge of the string repertoire regularly played in this ensemble and should have experienced a balanced cross section of that repertoire.
5. Student will have gained experience, musical maturity and comfort in a live ensemble setting.

Methods for Assessing the Expected Outcomes:

1. Weekly class meetings
2. Occasional Concert
3. Sectional rehearsals and string orchestra rehearsals
4. Individual playing demonstrations

Course Requirements:

Students are expected to come to each meeting physically prepared to play at the published start of class with individual music prepared. Please plan on arriving early in order to facilitate this. This class is a time to get together to work on string ensemble and musical issues, NOT necessarily to rehearse individual parts. Additional rehearsal time outside of class may be scheduled.

Class Times and Locations:

Tuesday and Thursday 2:30 p.m. – 3:20 p.m.
Whitehead Auditorium (unless otherwise posted)

Music:

Every student will be assigned music and will be responsible financially for its return. Fees will be assessed for music that is lost or damaged due to excessive marking or mishandling. A hold on grade reports will be in effect for any music not returned.

Concert Dress:

Concert Dress: MEN: black tuxedo, white shirt, black bow tie, black socks and black dress shoes;
WOMEN: concert black dress or skirt/slacks and top, modest heel. Dresses/skirts should be knee-length or below. (*On some occasions concert dress will differ as specified by the instructors.*)

A performance serves as an event for students to share their music, to hone their performance skills, and to hear peers, music faculty, and guest artists. A performance dress code is implemented so that the enjoyment of the musical experience is not diminished by distractions of inappropriate attire. Students are advised that proper, modest, and dignified attire is required when performing in department of music events, including Wednesday morning student recitals and degree recitals.

1) Absolutely NO:

- a) hats
- b) flip-flops or sneakers
- c) t-shirts
- d) jeans or shorts
- e) skirts above the knee
- f) strapless or spaghetti-strap tops

Students wearing inappropriate concert dress will be asked to change into clothing as specified above or will be held out of the concert and be marked as absent.

Attendance and Grading Policy:

- Student attendance at all class meetings is required of all personnel.

Students will be allowed two absences for the semester. Each subsequent absence will result in (1) the final grade being lowered one letter grade for each additional absence and (2) possibly being held out of upcoming concerts and/or (3) dismissal from the ensemble.

- Potential conflicts with class meetings or occasional concert dates should be reported in writing to the instructors as soon as they are known. The nature and frequency of conflicts will be evaluated to determine the overall quality of participation.

The professional habit of arriving early for rehearsal is expected of every student. Attendance will be taken at the beginning of each class. Students must be seated, warmed up and ready to tune at the beginning of class, or are otherwise considered late. Each late mark counts as half an absence. Anyone not present five minutes after attendance is taken will be marked as absent.

- Students that are seriously ill and unable to attend class should inform the instructors of your illness.
- Grading will be based upon attendance, punctuality, rehearsal preparation (50%), and preparation and achievement in string orchestra (50%). Preparation is demonstrated by having practiced the selected repertoire in advance of rehearsals and knowing your part well enough to contribute positively in rehearsals and concert – sight-reading in rehearsal is unacceptable unless music has just been handed out in class.

Additional Information

Students will be expected to spell and pronounce musical and pedagogical terms and other terminology accurately, with familiarity and ease.

At the discretion of the instructor, optional rehearsals may be scheduled outside of class time.

At the discretion of the instructor, students who have not sufficiently prepared the music may be held out of the concert.

At the discretion of the instructor, students who have one or more unexcused absences or miss the dress rehearsal may be held out of the concert.

University Class Attendance Policy:

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

Accommodations 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.

Academic Integrity:

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

Classroom Demeanor:

Students are required to demonstrate good classroom/recital demeanor during concerts and rehearsals. There must be no use of electronic devices, such as cell phones, and no disruptive talking with classmates. Disruptive students will be dismissed from class.

Student Opinion of Instruction:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Course Calendar:

The regular class meetings will begin on Tuesday, January 13, 2015 at 2:30 p.m. and continue each Tuesday and Thursday through Tuesday April 28, 2015.

- There will be no afternoon class on the following VSO rehearsal dates (only evening rehearsals):
 - Thursday, February 12
 - Thursday, March 12
 - Thursday, April 30

• There will be no class on the following holiday dates:

Tuesday, March 24

Thursday, March 26

Concert: Monday, May 4 (SGSP Concert) • 6 pm • Whitehead Auditorium

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 9/10/14

Department Initiating Deactivation:
Art

Semester & Year to be Effective:
Spring 2015

List of courses (or the program or track) to be deactivated:

ARED 2020 Art for Teachers
ARID 4510 Interior Design Portfolio
ARTH 4170 Prehistoric through Historic Native American Art
ARTH 4180 Modern and Contemporary Native American Art

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VALDOSTA STATE UNIVERSITY

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

ARED 2020 Art for Teachers - was last offered in SP 2010. The Dewar College of Education and Human Services curriculum no longer requires this course. Content from this course is covered in a variety of other ART courses.

ARID 4510 Interior Design Portfolio - was last offered in Summer 2002. This course is not currently listed in the undergraduate catalog. The content for ARID 4510 is covered in the ARID 4610 Professional Practices course.

ARTH 4170 Prehistoric through Historic Native American Art and ARTH 4180 Modern and Contemporary Native American Art were taught by a faculty member who is no longer employed at VSU. New curriculum is being developed under ARTH 3120/3123 Special Topics in Art History until proper course rotation is established.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data audit/report issued by the VPAA office regarding course offerings and review of program curriculum to align with current course offerings and program requirements.

Approvals:	
College/Division Exec. Comm.:	Date: 10/20/14
Dept. Head:	Date: 10/20/14
Dean/Director:	Date: 10/20/14
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: September 9, 2014

Department Initiating Deactivation:
Communication Arts

Semester & Year to be Effective:
Spring 2015

List of courses (or the program or track) to be deactivated:

COMM 3090 Public Speaking Lab
COMM 3230 Public Relations Practicum
THEA 2830 Armed Stage Combat
THEA 3500 Africian American Theatre
THEA 4900 Children's Theatre
THEA 4960 Internship in Musical Theatre

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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.

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

COMM 3090 Public Speaking Lab - last offered Spring 2008, course not required in major or minor.

COMM 3230 Public Relations Practicum - last offered Fall 2002; course not required in major or minor.

THEA 2830 Armed Stage Combat - last offered Spring 2007; course not required in major or minor program.

THEA 3500 African American Theatre - last offered Spring 2007; course not required in major or minor program.

THEA 4900 Children's Theatre – last offered Spring 1999; course not required in major or minor program.

THEA 4960 Internship in Musical Theatre - last offered Spring 2007; course not required in major or 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.) Data audit/report issued by the VPAA office regarding course offerings and review of program curriculum to align with current course offerings and program requirements.

Approvals:	
College/Division Exec. Comm.: <i>UVL</i>	Date: 10/27/14
Dept. Head: <i>[Signature]</i>	Date: 10-17-14
Dean/Director: <i>[Signature]</i>	Date: 10-27-14
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 9/09/2014

Department Initiating Deactivation:
Music

Semester & Year to be Effective:
Spring 2015

List of courses (or the program or track) to be deactivated:

- MUE 2000 Introduction to Music Education
- MUE 3640 Music for Teachers
- MUE 3740 Rhythm Section Methods
- MUSC 3171 Music Composition II
- MUSC 3300 The Music Industry
- MUSC 3960 Opera Seminar

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 since 2010.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data audit/report issued by the VPAA office regarding course offerings and review of program curriculum to align with current course offerings and program requirements.

Approvals:	
College/Division Exec. Comm.:	Date: 10/20/14
Dept. Head: <i>Sy Kelly</i>	Date: 10/17/14
Dean/Director: <i>[Signature]</i>	Date: 10/20/14
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 REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 85

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

Degree and Program Name: Mathematics Endorsement for K-5 Teachers

Present Requirements: N/A-New Program

Proposed Requirements: (highlight changes after printing) This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary mathematics. The K-5 mathematics endorsement may be pursued by individuals teaching mathematics in grades K-5 who hold a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/> and click on Our Programs, then click on Mathematics Endorsement for K-5 Teachers for information.

Required courses ECED 6010, ECED 6020, ECED 6030.....9 hours

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field This endorsement program supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education Initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000 grant to develop and offer the K-5 Mathematics Endorsement and K-5 Science Endorsement programs..

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education.
- 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. **SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education.**

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Materials collected and evaluated for program assessments purposes (tests, portfolios, specific assignments, etc.). Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by faculty for program improvement. One of the required assessments will be a program portfolio.**

<u>Approvals:</u>	
Department Head: <i>[Signature]</i>	Date: 11/3/14
College/Division Exec. Committee: <i>[Signature]</i>	Date: 11/3/14
Dean(s)/Director(s): <i>[Signature]</i>	Date: 11/3/14
Graduate Exec. Comm.: (for grad program) <i>Approved</i>	Date: 9/29/14
Graduate Dean: (for grad program) <i>Approved</i>	Date: 9/29/14
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/03/2014 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Shirley Andrews

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6010

Proposed New Course Title:
Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv App Numbers & Operations

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) In-depth applications of mathematics content and pedagogy with emphasis on numbers and number systems, operations, and computational algorithms. An authentic residency in a K-5 classroom is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assessments will be a program portfolio.

Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 11/3/14
College/Division Exec. Comm.:	<i>Lynn C. Muroi</i>	Date: 11/3/14
Dean/Director:	<i>[Signature]</i>	Date: 11/3/14
Graduate Exec. Comm.: (for graduate course):	<i>Approved</i>	Date: 9/29/14
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECED 6010
Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers
3 SEMESTER HOURS**

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

In-depth applications of mathematics content and pedagogy with emphasis on numbers and number systems, operations, and computational algorithms. An authentic residency in a K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

The candidate will:

1. Describe and accurately model concepts of numbers and number systems for grades K-5. (InTASC S4 and S5)
2. Describe and accurately model concepts of the four basic operations of mathematics for grades K-5. (InTASC S4 and S5)
3. Describe and accurately model concepts of traditional and alternative computational algorithms for grades K-5. (InTASC S4 and S5)
4. Select and accurately model multiple strategies and appropriate approaches for problem solving, estimation, and mental computation techniques in relation to numbers and number systems, operations, and computational algorithms. (InTASC S4 and S5)
5. Describe the historical development and current applications of mathematics for numbers and number systems, operations, and computational algorithms. (InTASC S4 and S5)
6. Defend and evaluate the selection of research-based mathematical instructional strategies in the teaching of numbers and number systems, operations, and computational algorithms. (InTASC S8)

7. Use a variety of appropriate diagnostic, formative, and summative assessment methods, including error analysis, to monitor students' progress and guide teacher and student decision making in relation to students' mathematical knowledge and understanding of numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S6)
8. Analyze individual differences and diverse cultures and communities to support students' learning of mathematical concepts and procedures of numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S1 and S2)
9. Design and implement developmentally appropriate and challenging mathematical learning experiences for teaching numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S5 and S7)
10. Defend instructional decisions about the use of curricular and supplemental materials, manipulatives and tools, and technology in teaching numbers and number systems, operations, computational algorithms, problem solving, estimation, and mental computation techniques. (InTASC S7)
11. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation for mathematics instruction. (InTASC S3)
12. Implement appropriate National Council of Teachers of Mathematics (NCTM) and Georgia mandated K-5 mathematics standards with embedded literacy and technology skills. (InTASC S4 and S5)
13. Participate in mathematics professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests and Performance-based Assessments** (CO 1, 2, 3): Candidates will complete written and performance-based assessments.
2. **Analysis of Mathematics Research Articles** (CO 5, 13): Candidates will read and analyze five (5) current research mathematics articles in online or print referred or peer-reviewed journals.
3. **Participation in Online Discussions** (CO 3, 4, 8): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-13): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Mathematics Endorsement Portfolio.
5. **Unit of Instruction** (CO 1-12): Candidates will develop and implement a developmentally appropriate unit of instruction for numbers and number systems and operations. The unit of instruction is to be taught while the candidate is enrolled in the Mathematics for K-5 Teachers: Advanced Applications of Numbers, Number Systems, and Operations course. The Unit of Instruction will be included in the K-5 Mathematics Endorsement Portfolio.
6. **Self-Assessment of Teaching** (CO 9, 10, 11): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded into LiveText. The Self-Assessment of Teaching will be included in

the K-5 Mathematics Endorsement Portfolio.

7. **Analysis of Student Work (CO 7):** Candidates will collect student work samples to analyze and conduct error analysis and provide student feedback. The Analysis of Student Work assignment and student work samples will be included in the K-5 Mathematics Endorsement Portfolio.
8. **Math Learning Center (CO 1, 2, 3, 4, 7, 9, 10):** Candidates will design and implement a math learning center for numbers and number systems and operations. The Math Learning Center assignment will be included in the K-5 Mathematics Endorsement Portfolio.
9. **Classroom Environment for Math Instruction (CO 8, 9, 10):** Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of students for developmentally appropriate mathematics instruction.
10. **Evaluation of Technology and Electronic Resources (CO 10):** Candidates will evaluate mathematics software, websites, and technology applications.
11. **Math Workshop for Parents/Caregivers (CO 13):** Candidates will design and conduct a math workshop for parents and/or caregivers.
12. **Professional Learning (CO 13):** Candidates will participate in professional learning activities by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels of the grade level in which the candidate currently teaches or is completing the authentic residency; c) designing and conducting a mini-workshop for school faculty; and d) examining information about various mathematics professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Mathematics Research Articles	
3. Participation in Online Discussions	
4. Reflective Journal	
5. Unit of Instruction	
6. Self-Assessment of Teaching	
7. Analyzing Student Work	
8. Math Learning Center	
9. Classroom Environment for Math Instruction	
10. Evaluation of Technology and Electronic Resources	
11. Math Workshop for Parents/Caregivers	
12. Professional Learning	

GRADING SCALE

A = 90-100% of total points possible for course C = 70-79% F = 59% and below
 B = 80-89% D = 60-69%

ATTENDANCE POLICY

Candidates are expected to log on to the course at least once each week. Postings are required.

Positively Impacting Learning Through Evidence-Based Practices

Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

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

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>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/03/2014 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Shirley Andrews

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6020

Proposed New Course Title:
Advanced Applications of Measurement and Geometry for K-5 Teachers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv App Measure & Geometry

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) In-depth applications of mathematics content and pedagogy with emphasis on measurement and geometry. An authentic residency in a K-5 classroom is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni and employer surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assessments will be a program portfolio.

Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 11/3/14
College/Division Exec. Comm.:	<i>Lynn C. Min</i>	Date: 11/3/14
Dean/Director:	<i>[Signature]</i>	Date: 11/3/14
Graduate Exec. Comm.: (for graduate course):	<i>Approved</i>	Date: 9/29/14
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECED 6020
Advanced Applications of Measurement and Geometry for K-5 Teachers
3 SEMESTER HOURS**

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

In-depth applications of mathematics content and pedagogy with emphasis on measurement and geometry. An authentic residency in a K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

The candidate will:

1. Describe and accurately model concepts of measurement for grades K-5. (InTASC S4 and S5)
2. Describe and accurately model concepts of geometry for grades K-5. (InTASC S4 and S5)
3. Select and accurately model multiple strategies and appropriate approaches for problem solving, estimation, and mental computation techniques in relation to measurement and geometry. (InTASC S4 and S5)
4. Describe the historical development and current applications of mathematics for measurement and geometry. (InTASC S4 and S5)
5. Defend and evaluate the selection of research-based mathematical instructional strategies in the teaching of measurement and geometry. (InTASC S8)
6. Use a variety of appropriate diagnostic, formative, and summative assessment methods, including error analysis, to monitor students' progress and guide teacher and student decision making in relation to students' mathematical knowledge and understanding of measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S6)
7. Analyze individual differences and diverse cultures and communities to support students' learning of mathematical concepts and procedures of measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S1 and S2)

8. Design and implement developmentally appropriate and challenging mathematical learning experiences for teaching measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S5 and S7)
9. Defend instructional decisions about the use of curricular and supplemental materials, manipulatives and tools, and technology in teaching measurement and geometry, problem solving, estimation, and mental computation techniques. (InTASC S7)
10. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation for mathematics instruction. (InTASC S3)
11. Implement appropriate National Council of Teachers of Mathematics (NCTM) and Georgia mandated K-5 mathematics standards with embedded literacy and technology skills. (InTASC S4 and S5)
12. Participate in mathematics professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests and Performance-based Assessments** (CO 1, 2, 3): Candidates will complete written and performance-based assessments.
2. **Analysis of Mathematics Research Articles** (CO 4, 12): Candidates will read and analyze five (5) current research mathematics articles in online or print referred or peer-reviewed journals.
3. **Participation in Online Discussions** (CO 4, 5, 9): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-12): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Mathematics Endorsement Portfolio.
5. **Unit of Instruction** (CO 1, 2, 3, 5, 6, 7, 8, 9, 10, 11): Candidates will develop and implement a developmentally appropriate unit of instruction for measurement and geometry. The unit of instruction is to be taught while the candidate is enrolled in the Mathematics for K-5 Teachers: Advanced Applications of Measurement and Geometry course. The Unit of Instruction will be included in the K-5 Mathematics Endorsement Portfolio.
6. **Self-Assessment of Teaching** (CO 8, 9, 10): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded into LiveText. The Self-Assessment of Teaching will be included in the K-5 Mathematics Endorsement Portfolio.
1. **Analysis of Student Work** (CO 6): Candidates will collect student work samples to analyze and conduct error analysis and provide student feedback. The Analysis of Student Work assignment and student work samples will be included in the K-5 Mathematics Endorsement Portfolio.
7. **Math Learning Center** (CO 1, 2, 3, 8, 10, 11): Candidates will design and implement a math learning center for measurement and geometry. The Math Learning Center assignment will be included in the K-5

Mathematics Endorsement Portfolio.

- 8. **Classroom Environment for Math Instruction** (CO 7, 8, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of students for developmentally appropriate mathematics instruction.
- 9. **Evaluation of Technology and Electronic Resources** (CO 9): Candidates will evaluate mathematics software, websites, and technology applications.
- 10. **Math Workshop for Parents/Caregivers** (CO 12): Candidates will design and conduct a math workshop for parents and/or caregivers.
- 11. **Professional Learning** (CO 12): Candidates will participate in professional learning activities by observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels of the grade level in which the candidate currently teaches or is completing the authentic residency; and c) designing and conducting a mini-workshop for school faculty.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Mathematics Research Articles	
3. Participation in Online Discussions	
4. Reflective Journal	
5. Unit of Instruction	
6. Self-Assessment of Teaching	
7. Analyzing Student Work	
8. Math Learning Center	
9. Classroom Environment for Math Instruction	
10. Evaluation of Technology and Electronic Resources	
11. Math Workshop for Parents/Caregivers	
12. Professional Learning	

GRADING SCALE

A = 90-100% of total points possible for course C = 70-79% F = 59% and below
 B = 80-89% D = 60-69%

ATTENDANCE POLICY

Candidates are expected to log on to the course at least once each week. Postings are required. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Positively Impacting Learning Through Evidence-Based Practices

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

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>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/03/2014 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Shirley Andrews

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6030

Proposed New Course Title:
Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv App Algebra and Patterns

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) In-depth applications of mathematics content and pedagogy with emphasis on algebraic concepts, patterns, and data analysis and probability. An authentic residency in a K-5 classroom is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni and employer surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assessments will be a program portfolio.

Other:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 11/3/14
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: 11/3/14
Dean/Director: <i>[Signature]</i>	Date: 11/3/14
Graduate Exec. Comm.: (for graduate course): <i>Approved</i>	Date: 9/29/14
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

ECED 6030

**Advanced Applications of Algebra and Patterns with Data Analysis and Probability
for K-5 Teachers
3 SEMESTER HOURS**

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

In-depth applications of mathematics content and pedagogy with emphasis on algebraic concepts, patterns, and data analysis and probability. An authentic residency in a K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

The candidate will:

1. Describe and accurately model algebraic concepts and patterns for grades K-5. (InTASC S4 and S5)
2. Describe and accurately model concepts of data analysis and probability for grades K-5. (InTASC S4 and S5)
3. Select and accurately model multiple strategies and appropriate approaches for problem solving, estimation, and mental computation techniques in relation to algebraic concepts and patterns and data analysis and probability. (InTASC S4 and S5)
4. Describe the historical development and current applications of mathematics for algebraic concepts and patterns and data analysis and probability. (InTASC S4 and S5)
5. Defend and evaluate selection of research-based mathematical instructional strategies in the teaching of algebraic concepts and patterns and data analysis and probability concepts and procedures. (InTASC S8)
6. Use a variety of appropriate diagnostic, formative, and summative assessment methods, including error analysis, to monitor students' progress and guide teacher and student decision making in relation to students' mathematical knowledge and understanding of algebraic concepts and patterns and data analysis and probability concepts and procedures, problem solving, estimation, and mental computation techniques. (InTASC S6)
7. Analyze individual differences and diverse cultures and communities to support students' learning of mathematical concepts and procedures of algebraic concepts and patterns and data analysis and probability, problem solving, estimation, and mental computation techniques. (InTASC S1 and S2)

8. Design and implement developmentally appropriate and challenging mathematical learning experiences for teaching algebraic concepts and patterns and data analysis and probability concepts and procedures, problem solving, estimation, and mental computation techniques. (InTASC S5 and S7)
9. Defend instructional decisions about the use of curricular and supplemental materials, manipulatives and tools, and technology in teaching algebraic concepts and patterns and data analysis and probability concepts and procedures, problem solving, estimation, and mental computation techniques. (InTASC S7)
10. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation for mathematics instruction. (InTASC S3)
11. Implement appropriate National Council of Teachers of Mathematics (NCTM) and Georgia mandated K-5 mathematics standards with embedded literacy and technology skills. (InTASC S4 and S5)
12. Participate in mathematics professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests and Performance-based Assessments** (CO 1, 2, 3): Candidates will complete written and performance-based assessments.
2. **Analysis of Mathematics Research Articles** (CO 4, 12): Candidates will read and analyze five (5) current research mathematics articles in online or print referred or peer-reviewed journals.
3. **Participation in Online Discussions** (CO 4, 5, 9): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-12): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Mathematics Endorsement Portfolio.
5. **Unit of Instruction** (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11): Candidates will develop and implement a developmentally appropriate unit of instruction for algebraic concepts and patterns and data analysis and probability concepts and procedures. The unit of instruction is to be taught while the candidate is enrolled in the Mathematics for K-5 Teachers: Advanced Applications of Algebra and Patterns with Data Analysis and Probability course. The Unit of Instruction will be included in the K-5 Mathematics Endorsement Portfolio.
6. **Self-Assessment of Teaching** (CO 8, 10): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded into LiveText. The Self-Assessment of Teaching will be included in the K-5 Mathematics Endorsement Portfolio.
7. **Analysis of Student Work** (CO 6): Candidates will collect student work samples to analyze and conduct error analysis and provide student feedback. The Analysis of Student Work assignment and student work samples will be included in the K-5 Mathematics Endorsement Portfolio.
8. **Math Learning Center** (CO 1, 2, 3, 10): Candidates will design and implement a math learning center for algebraic concepts and patterns and concepts of data analysis and probability. The Math Learning Center

assignment will be included in the K-5 Mathematics Endorsement Portfolio.

9. **Classroom Environment for Math Instruction (CO 7, 8, 10):** Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of students for developmentally appropriate mathematics instruction.
10. **Evaluation of Technology and Electronic Resources (CO 9):** Candidates will evaluate mathematics software, websites, and technology applications.
11. **Math Workshop for Parents/Caregivers (CO 12):** Candidates will design and conduct a math workshop for parents and/or caregivers.
12. **Professional Learning (CO 12):** Candidates will participate in professional learning activities by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels of the grade level in which the candidate currently teaches or is completing the authentic residency; and c) designing and conducting a mini-workshop for school faculty.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Mathematics Research Articles	
3. Participation in Online Discussions	
4. Reflective Journal	
5. Unit of Instruction	
6. Self-Assessment of Teaching	
7. Analyzing Student Work	
8. Math Learning Center	
9. Classroom Environment for Math Instruction	
10. Evaluation of Technology and Electronic Resources	
11. Math Workshop for Parents/Caregivers	
12. Professional Learning	

GRADING SCALE

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

ATTENDANCE POLICY

Candidates are expected to log on to the course at least once each week. Postings are required. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Positively Impacting Learning Through Evidence-Based Practices

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

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>.

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 85

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

Degree and Program Name: Science Endorsement for K-5 Teachers

Present Requirements: N/A-New Program

Proposed Requirements: (highlight changes after printing) This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary science. The K-5 science endorsement may be pursued by individuals teaching science in grades K-5 who hold a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/> and click on Our Programs, then click on Science Endorsement for K-5 Teachers for information.

Required courses ECED 6110, ECED 6120, ECED 6130.....9 hours

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field This endorsement program supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education Initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000 grant to develop and offer the K-5 Mathematics Endorsement and K-5 Science Endorsement programs..

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

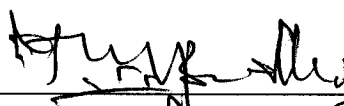

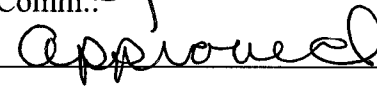
portfolios, specific assignments, etc.)

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. **SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education.**

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Materials collected and evaluated for program assessments purposes (tests, portfolios, specific assignments, etc.). Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by faculty for program improvement. One of the required assessments will be a program portfolio.**

<u>Approvals:</u>	
Department Head: 	Date: 11/3/14
College/Division Exec. Committee: Lynn C. Menzi	Date: 11/3/14
Dean(s)/Director(s): 	Date: 11/3/14
Graduate Exec. Comm.: (for grad program) 	Date: 9/29/14
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: 11/03/2014 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Nancy Sartin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6110

Proposed New Course Title:
Advanced Science Content and Pedagogy in Life Science for K-5 Teachers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv Cont & Ped in Life Science

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of life science. An authentic residency in a K-5 classroom is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education

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

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni and employer surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assessments will be a program portfolio.

Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 11/3/14
College/Division Exec. Comm.:	<i>Lynn C. Mini</i>	Date: 11/3/14
Dean/Director:	<i>[Signature]</i>	Date: 11/3/14
Graduate Exec. Comm.: (for graduate course):	<i>Approved</i>	Date: 9/29/14
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECED 6110
Advanced Science Content and Pedagogy in Life Science for
K-5 Teachers
3 SEMESTER HOURS**

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

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of life science. An authentic residency in a K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The candidate will:

- 1) Define and apply major concepts of life science including ecology, genetics, classification and cells. (InTASC S4 and S5)
- 2) Define and apply the major concepts of characteristics of living organisms. (InTASC S4 and S5)
- 3) Define and apply the major concepts of organisms and environments. (InTASC S4 and S5)
- 4) Define and apply the major concepts of structure and function in living organisms. (InTASC S4 and S5)
- 5) Define and apply the major concepts of reproduction and heredity in living organisms. (InTASC S4 and S5)
- 6) Define and apply the major concepts of regulation and behavior in living organisms. (InTASC S4 and S5)
- 7) Define and apply the major concepts of populations and ecosystems in living organisms. (InTASC S4 and S5)

- 8) Define and apply the major concepts of diversity and adaptations of living organisms. (InTASC S4 and S5)
- 9) Utilize a wide variety of scientific tools and instruments as well as procedural skills in science activities. (InTASC S4 and S5)
- 10) Develop and implement a unit of instruction in the K-5 setting using the 5E Inquiry Method and integrating knowledge, attitudes and process skills. (InTASC S3, S4, S5, S6, S7, S8,)
- 11) Create a learning environment that supports individualized and collaborative learning and encourages active engagement in learning and self-motivation for science instruction and science investigations. (InTASC S3)
- 12) Design and implement lesson plans using *Next Generation Science Standards* and appropriate GA mandated K-5 science standards with embedded literacy and technology. (InTASC S4 and S5)
- 13) Select and/or construct a variety of developmentally appropriate formative and summative assessments to monitor student progress and to guide student and teacher decision process in relation to student knowledge. (InTASC S6)
- 14) Model the use of inquiry based learning, safety procedures, and application to the "real world" while developing student awareness of the nature of science. (InTASC S1, S2, S5, S8)
- 15) Utilize a variety of research-based, developmentally appropriate teaching strategies for teaching K-5 children in order to develop a deeper understanding of science concepts, skills, habits of mind, and nature of science. (InTASC S7, S8)
- 16) Analyze and select a variety of community and internet resources to ensure and support inclusive learning environments that enable each learner to meet high standards. (InTASC S1, S2, S3, S5, S9, S10)
- 17) Design and implement hands-on science activities to engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist. (InTASC S1, S2, S3, S4, S7, S8)
- 18) Participate in science professional learning such as NSTA (*National Science Teacher Association*) and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Test and Performance-based Assessments** (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Candidates will complete written and performance-based assessments.
2. **Analysis of Science Research Articles** (CO 4, 18): Candidates will read and analyze five (5) current science research articles in online or print refereed or peer-reviewed journals.
3. **Participation in Online discussions** (CO 4, 5): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-11): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Science Endorsement Portfolio.
5. **Unit of Instruction** (CO 1-11): Candidates will develop and implement a developmentally appropriate unit of instruction for a section of life science covered during

the course. The unit is to be taught while the candidate is enrolled in the Advanced Science Content and Pedagogy for Life Sciences course.

6. **Self-Assessment of Teaching** (CO 8, 9): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded to LiveText. The Self-Assessment of Teaching will be included in the K-5 Science Endorsement Portfolio.

7. **Analyzing Student Work** (CO 6): Candidates will collect student work samples to analyze understandings, preconceptions and misconceptions as related to the science content. The Analysis of Student Work assignment and student work samples will be included in the K-5 Science Endorsement Portfolio.

8. **Science Learning Center** (CO 1-9, 11, 14, 15, 16, 17): Candidates will design and implement a science learning center for an area covered in the life sciences content. The Science Learning Center assignment will be included in the K-5 Science Endorsement Portfolio.

9. **Classroom Environment for Science Instruction** (CO 11, 14, 15, 17): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of the students with an added emphasis on safety for developmentally appropriate science instruction.

10. **Evaluation of Technology and Electronic Resources** (CO 10, 11 12): Candidates will evaluate science software, websites, and technology applications.

11. **Science workshop for Parents/Faculty** (CO 1-9, 17, 18): Candidates will design and conduct a science workshop for parents or faculty to enhance understanding and collaboration for student support.

12. **Professional Learning** (CO 18): Candidates will participate in professional learning by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels in which the candidate is currently teaching; c) designing and conducting mini workshops for faculty; d) examining the various science professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Science Research	
3. Participation in online discussions	
4. Reflective Journal	
5. Unit of instruction	
6. Self-Assessment of teaching	
7. Analyzing Students Work	
8. Science Learning Center	
9. Classroom Environment for Science Instruction	
10. Evaluation of Technology and Electronic resources	
11. Science workshop for Faculty	

Grading Scale

A = 90-100

C = 70-79

F = Below 60

B = 80-89

D =60-69

ATTENDANCE POLICY

Candidates are expected to log on the course at least once each week. Postings are required. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

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. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/03/2014 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Nancy Sartin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6120

Proposed New Course Title:
Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv Cont & Ped Earth Space Sci

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of earth science and earth in space science. An authentic residency in a K-5 classroom is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology Engineering, and Math (STEM) Education initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)


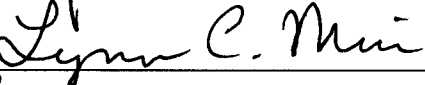

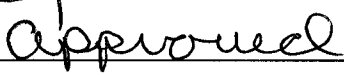
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Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni and employer surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assessments will be a program portfolio.

Other:

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

Approvals:	
Dept. Head: 	Date: 11/3/14
College/Division Exec. Comm.: 	Date: 11/3/14
Dean/Director: 	Date: 11/3/14
Graduate Exec. Comm.: (for graduate course): 	Date: 9/29/14
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECED 6120
Advanced Science Content and Pedagogy in Earth and Space
Science for K-5 Teachers
3 SEMESTER HOURS

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

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of earth science and earth in space science. An authentic residency in a K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Candidates will:

- 1) Define and apply major concepts of earth science and earth in space including astronomy, geology, oceanography, and meteorology. (InTASC S4 and S5)
- 2) Define and apply major concepts of properties of earth materials and earth's history. (InTASC S4 and S5)
- 3) Define and apply major concepts of structure of the earth system. (InTASC S4 and S5)

- 4) Define and apply major concepts of changes in earth and sky and earth in the solar system. (InTASC S4 and S5)
- 5) Utilize a wide variety of scientific tools and instruments as well as mathematical skills in science activities. (InTASC S4 and S5)
- 6) Develop and implement a unit of instruction in the K-5 setting using the Learning Cycle and the 5E Inquiry Method and integrating knowledge, attitudes and process skills. (InTASC S3, S4, S5, S6, S7, S8)
- 7) Create a learning environment that supports individualized and collaborative learning and encourages active engagement in learning and self-motivation for science instruction and science investigations. (InTASC S2, S3)
- 8) Design and implement lesson plans using *Next Generation Science Standards* and appropriate GA mandated K-5 science standards with embedded literacy and technology. (InTASC S4 and S5)
- 9) Select and/or construct a variety of developmentally appropriate formative and summative assessments to monitor student progress and to guide student and teacher decision process in relation to student knowledge. (InTASC S6)
- 10) Model the use of inquiry based learning, safety procedures, and application to the “real world” while developing student awareness of the nature of science. (InTASC S1-9)
- 11) Utilize a variety of research-based, developmentally appropriate teaching strategies for teaching K-5 children in order to develop a deeper understanding of science concepts, skills, habits of mind, and nature of science. (InTASC S1-5, S7, S10)
- 12) Analyze and select a variety of community and internet resources to ensure and support inclusive learning environments that enable each learner to meet high standards. (InTASC S1-5, S9, S10)
- 13) Design and implement hands-on science activities to engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist. (InTASC S1-5, S7, S8)
- 14) Participate in science professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Test and Performance-based Assessments** (CO 1, 2, 3, 4, 5): Candidates will complete written and performance-based assessments.
2. **Analysis of Science Research Articles** (CO 11): Candidates will read and analyze five (5) current science research articles in online or print refereed or peer-reviewed journals.
3. **Participation in Online discussions** (CO 11): Candidates will participate in online class discussions, present information, and pose and respond to questions.

4. **Reflective Journal** (CO 1-11): Candidates will maintain a reflective journal throughout the time period for the course. Portions of the Reflective Journal will be included in the K-5 Science Endorsement Portfolio.

5. **Unit of Instruction** (CO 1-14): Candidates will develop and implement a developmentally appropriate unit of instruction for a section of life science covered during the course. The unit is to be taught while the candidate is enrolled in the Advanced Science Content and Pedagogy for Earth and Earth in Space Science course.

6. **Self-Assessment of Teaching** (CO 8, 9): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded to LiveText. The Self-Assessment of Teaching will be included in the K-5 Science Endorsement Portfolio.

7. **Analyzing Student Work** (CO 6): Candidates will collect student work samples to analyze understandings, preconceptions and misconceptions as related to the science content. The Analysis of Student Work assignment and student work samples will be included in the K-5 Science Endorsement Portfolio.

8. **Science Learning Center** (CO 1-11): Candidates will design and implement a science learning center for an area covered in the earth and earth in space science content. The Science Learning Center assignment will be included in the K-5 Science Endorsement Portfolio.

9. **Classroom Environment for Science Instruction** (CO 4, 7, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of the students with an added emphasis on safety for developmentally appropriate science instruction.

10. **Evaluation of Technology and Electronic Resources** (CO12): Candidates will evaluate science software, websites, and technology applications.

11. **Science workshop for Parents/Faculty** (CO 13, 14): Candidates will design and conduct a science workshop for parents or faculty to enhance understanding and collaboration for student support.

12. **Professional Learning** (CO 14): Candidates will participate in professional learning by:

a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels in which the candidate is currently teaching; c) designing and conducting mini workshops for faculty; d) examining the various science professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Science Research	
3. Participation in online discussions	
4. Reflective Journal	
5. Unit of instruction	
6. Self-Assessment of teaching	
7. Analyzing Students Work	
8. Science Learning Center	
9. Classroom Environment for Science Instruction	
10. Evaluation of Technology and Electronic resources	
11. Science workshop for Faculty	

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

ATTENDANCE POLICY

Candidates are expected to log on the course at least once each week. Postings are required. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

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. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

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

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>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/03/2014 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood and Special Education

Faculty Member Requesting:
Nancy Sartin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6130

Proposed New Course Title:
Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv Cont Ped Physical Science

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of physical science. An authentic residency in a K-5 classroom is required.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course is part of an endorsement program that supports the national K-12 Science, Technology, Engineering, and Math (STEM) Education initiatives.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A local school system that is seeking STEM classification for its elementary schools contacted the COEHS and requested that we offer this endorsement program for the elementary teachers. The Georgia Department of Education awarded the college a \$200,000.00 grant to develop and offer the K-5 Mathematics Endorsement and the K-5 Science Endorsement programs.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from local P-12 school system and grant from the Georgia Department of Education
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni and employer surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Four key program assessments will be developed and approved by the Georgia Professional Standards Commission. These assessments will be aligned to the state program standards and will be used to provide feedback to the students and used by the faculty for program improvement. One of the required assessments will be a program portfolio.

Other:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 11/3/14
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: 11/3/14
Dean/Director: <i>[Signature]</i>	Date: 11/3/14
Graduate Exec. Comm.: (for graduate course): <i>Approved</i>	Date: 9/29/14
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

ECED 6130

**Advanced Science Content and Pedagogy in Physical Science
for K-5 Teachers
3 SEMESTER HOURS**

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

Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of physical science. An authentic residency in a K-5 classroom is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Candidates will:

- 1) Define and apply major concepts of physical science including chemistry, forces and motion, electricity and magnetism, energy, waves, heat, light and sound. (InTASC S4 and S5)
- 2) Define and apply major concepts of forces and motion. (InTASC S4 and S5)
- 3) Define and apply major concepts of electricity and magnetism. (InTASC S4 and S5)

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- 4) Define and apply major concepts of energy and waves. (InTASC S4 and S5)
- 5) Define and apply major concepts of heat, light and sound. (InTASC S4 and S5)
- 6) Utilize a wide variety of scientific tools and instruments as well as procedural skills in science activities. (InTASC S4 and S5)
- 7) Develop and implement a unit of instruction in the K-5setting using the 5E Inquiry Method and integrating knowledge, attitudes and process skills. (InTASC S3, S4, S5, S6, S7, S8)
- 8) Create a learning environment that supports individualized and collaborative learning and encourages active engagement in learning and self-motivation for science instruction and science investigations. (InTASC S2, S3)
- 9) Design and implement lesson plans using *Next Generation Science Standards* and appropriate GA mandated K-5 science standards with embedded literacy and technology. (InTASC S4 and S5)
- 10) Select and/or construct a variety of developmentally appropriate formative and summative assessments to monitor student progress and to guide student and teacher decision process in relation to student knowledge. (InTASC S6)
- 11) Model the use of inquiry based learning, safety procedures, and application to the “real world” while developing student awareness of the nature of science. (InTASC S1-9)
- 12) Utilize a variety of research-based, developmentally appropriate teaching strategies for teaching K-5 children in order to develop a deeper understanding of science concepts, skills, habits of mind, and nature of science. (InTASC S1-5, S7, S10)
- 13) Analyze and select a variety of community and internet resources to ensure and support inclusive learning environments that enable each learner to meet high standards. (InTASC S1-5, S9, S10)
- 14) Design and implement hands-on science activities to engage learners in critical thinking and collaborative problem solving to emphasize the student learner as a scientist. (InTASC S1-5, S7, S8)
- 15) Participate in science professional learning and use evidence to analyze teaching effectiveness using relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9 and S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Test and Performance-based Assessments** (CO 1, 2, 3, 4, 5): Candidates will complete written and performance-based assessments.
2. **Analysis of Science Research Articles** (CO 4,): Candidates will read and analyze five (5) current science research articles in online or print refereed or peer-reviewed journals.
3. **Participation in Online discussions** (CO 4, 5): Candidates will participate in online class discussions, present information, and pose and respond to questions.
4. **Reflective Journal** (CO 1-11): Candidates will maintain a reflective journal throughout

the time period for the course. Portions of the Reflective Journal will be included in the K-5 Science Endorsement Portfolio.

5. **Unit of Instruction** (CO 1-11): Candidates will develop and implement a developmentally appropriate unit of instruction for a section of life science covered during the course. The unit is to be taught while the candidate is enrolled in the Advanced Science Content and Pedagogy for Physical Science course.

6. **Self-Assessment of Teaching** (CO 8, 9): Candidates will self-assess their teaching by videotaping one complete lesson from the instructional unit for the course and completing the *Candidate Assessment on Performance Standards* (CAPS) form with ratings and comments for each standard. The videotape and completed CAPS form will be uploaded to LiveText. The Self-Assessment of Teaching will be included in the K-5 Science Endorsement Portfolio.

7. **Analyzing Student Work** (CO 6): Candidates will collect student work samples (science notebooks) to analyze understandings, preconceptions and misconceptions as related to the science content. The Analysis of Student Work assignment and student work samples will be included in the K-5 Science Endorsement Portfolio.

8. **Science Learning Center** (CO 1-14):): Candidates will design and implement a science learning center for an area covered in the earth and earth in space science content. The Science Learning Center assignment will be included in the K-5 Science Endorsement Portfolio.

9. **Classroom Environment for Science Instruction** (CO 4, 7, 10): Candidates will analyze and modify (if applicable) the classroom environment to address the intellectual, social, emotional, physical and cultural needs of the students with an added emphasis on safety for developmentally appropriate science instruction.

10. **Evaluation of Technology and Electronic Resources** (CO13): Candidates will evaluate science software, websites, and technology applications.

11. **Science workshop for Parents/Faculty** (CO 14, 15): Candidates will design and conduct a science workshop for parents or faculty to enhance understanding and collaboration for student support.

12. **Professional Learning** (CO 15): Candidates will participate in professional learning by: a) observing other teachers as they teach specific content applicable to this course; b) interviewing teachers in the previous and following grade levels in which the candidate is currently teaching; c) designing and conducting mini workshops for faculty; d) examining the various science professional organizations.

COURSE EVALUATION

Assignments	Points
1. Tests and Performance-based Assessments	
2. Analysis of Science Research	
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6. Self-Assessment of teaching	
7. Analyzing Students Work	
8. Science Learning Center	
9. Classroom Environment for Science Instruction	
10. Evaluation of Technology and Electronic resources	
11. Science workshop for Faculty	

Grading Scale

A = 93-100

B = 85-92

C = 75-84

D = 65-74

F = Below 64

ATTENDANCE POLICY

Candidates are expected to log on the course at least once each week. Postings are required. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

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. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>.

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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

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>.

RECEIVED

OCT 16 2014

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Proposal) VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 109

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

Degree and Program Name: M.Ed. School Counseling

Present Requirements: To be considered for admission, the applicant must
1. hold an appropriate undergraduate degree from an accredited university;
2. meet GPA and Aptitude Test Score requirements of other College of Education and Human Services M.Ed. applicants;
3. submit three letters of recommendation from professionals acquainted with the applicant's academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.

Proposed Requirements: (highlight changes after printing) Go to the Graduate School Website at http://www.valdosta.edu/academics/graduate-school/our-programs/ and click on School Counseling for information on:

Specific School Counseling M.Ed. Program Admission Requirements

School Counseling M.Ed. Retention Policy, Dismissal, and Readmission Policies

School Counseling M.Ed. Program Graduation Requirements

Accreditation Status

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

- Improving Student Learning Outcomes
 Adopting Current Best Practice(s) in Field
 Meeting Mandates of State/Federal/Outside Accrediting Agencies
 Other

Source of Data to Support Suggested Change:

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

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>Jackson P. Rennie</i>	Date: 10.16.14
College/Division Exec. Committee:	<i>DM</i>	Date: 10/16/14
Dean(s)/Director(s):	<i>DM</i>	Date: 10/16/14
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Ph</i>	Date: 10/31/14
Graduate Dean: (for grad program)	<i>J. T. J. Ph</i>	Date: 10/31/14
Academic Committee:		Date:

Form last updated: January 6, 2010

ADMISSION REQUIREMENTS

REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS
<p>Online Graduate Application</p>	<ul style="list-style-type: none"> • Application Fee \$35 (credit or debit card and e-checks accepted) • <u>Apply Online</u>
<p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).</p> <p>(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p>	<ul style="list-style-type: none"> • Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major (e.g. educational psychology, school counseling, etc.). • Minimum cumulative undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
<p>GACE Program Admission Assessment</p>	<ul style="list-style-type: none"> • Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption. • Qualifying exemptions include minimums scores on the ACT, GRE, and SAT or a Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate in Georgia or another state.
<p><u>Graduate Record Exam</u></p> <p style="text-align: center;">or</p> <p><u>Miller Analogies Test</u></p>	<ul style="list-style-type: none"> • Recommended minimum GRE Requirements: <ul style="list-style-type: none"> • 286 overall (Verbal score plus Quantitative score) • with a Verbal score no less than 146. • Minimum MAT Requirement: 380
<p>Three Recommendations</p> <p><u>(General Recommendation Form Required)</u></p>	<ul style="list-style-type: none"> • Recommendations from professionals familiar with your professional and/or academic background. • The Psychology and Counseling Department prefers recommendations come from current or former professors who have had you in class.

<p>Goal Statement</p>	<ul style="list-style-type: none"> • A written statement (250-500 words) describing your plans to pursue a degree in school counseling. The goal statement provides you with the opportunity to articulate your interest in the school counseling program. Please use the questions below to guide the development of your goal statement: • Why do you want to obtain a degree in school counseling? • How have your personal and academic experiences (education, prior work experience, volunteer work, etc.) influenced your decision to obtain a degree in school counseling? • What personal qualities do you possess that will enhance your functioning as a school counselor when working with individuals and small groups? • Please add any additional information that you think would be of assistance to the faculty in assessing your qualifications for the field of school counseling.
<p>Case Studies</p>	<p>Candidates will respond to two case studies using the instructions below and addressing the questions at the end of each case study.</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Please allow yourself ample time to complete the case studies. • Follow APA format for your responses. (Google Purdue Owl if you have questions about APA formatting.) • You should complete the questions on your own without using any assistance. • When you are finished, please submit the document to the graduate school. • Case studies can be found at the end of the admission requirements.
<p>VSU Medical Form</p> <p><u>Page 1 of Medical Form</u></p> <p><u>Page 2 of Medical Form</u></p>	<ul style="list-style-type: none"> • The form must be completed and signed by the student/applicant. • This form must be received prior to enrollment, NOT prior to admission. • Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
<p>Verification of Lawful Presence</p> <p>(Effective Fall 2011 for applicants who believe they qualify for in-state tuition or a</p>	<ul style="list-style-type: none"> • This is not required for individuals who do not qualify for in-state tuition or a residency waiver. • This must be received prior to enrollment (if applicable), NOT prior to admission. • Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.

residency waiver.)

- Complete list of accepted documents and information on residency.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

Case Studies

Case 1. The Segregated Country Club

A public high school golf team (comprised of 5 White and 2 Black players) in a small city has quite unexpectedly had a very successful season. As a result, the team won a place in the Tri-State Tournament. Arriving on the day of the meet, the coach and team learned that the championship will be held in an exclusive country club. The club has quite generously offered its magnificent facilities for the meet every year. However, the club (being private) does exclude all non-whites from playing. The coach decides to ask the team for their opinion. After a discussion, the two Black students (no. 3 & 4 on the team) offer to withdraw so the school can compete in their first championship. The officials are very apologetic about the situation. They didn't realize any of the golf teams would have non-white players, since it had never happened before.

You are an acquaintance of the coach. He telephones you and asks for your input.

Explain your views and reasons for your position and comment on any of the larger issues in a case like this.

Case 2. The Bullied Student (inspired by a story shared by the ACLU)

Andrew is a 12 year old student in middle school. When he was in 6th grade, other students started calling him "gay." From 6th grade on, the harassment became more frequent and severe. By 7th grade, verbal abuse was a constant occurrence. Students regularly called him "fag" and "queer." Andrew was afraid to use the restroom or be in the locker room. Andrew's mother and close friends report that Andrew's teachers and other school officials were aware that Andrew was being bullied. After years of abuse, Andrew writes a letter to his friend that says he feels like he can't go on with all of the abuse and fear that he experiences. The letter is found by a parent at the school.

The parent is an acquaintance of yours and talks to you about his concerns about Andrew. He wants to get your input on the situation.

Explain your views and reasons for your position and comment on any of the larger issues in a case like this.

IMPORTANT PROGRAM INFORMATION

- Certification in School Counseling by the Georgia Professional Standards Commission requires the completion of a special education course.

INTERNATIONAL APPLICANTS

International applicants must meet all admission criteria and documentation requirements as defined by the program, however, additional documentation may be required. Please review the information below for specific information and guidelines.

- Test of English as a Foreign Language (TOEFL) Exam or International English Language Testing System (IELTS) – Applicants whose first language is not English (based on country of citizenship) must submit official scores on the TOEFL exam or IELTS exam. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL/IELTS requirement.
- Certificate of Finances- The Certificate of Finance is required of any applicant requiring a student visa to enter the United States to complete his or her studies. This document is considered a part of the application for admission and applications will not be reviewed without this document. Applicants who do not require an I-20 student visa to complete their studies are exempt from this requirement.
- Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required.

ADMISSION CLASSIFICATIONS

- Regular Status
- Probationary Status
- Irregular admission is not available for this program.
- Non-degree admission is available only for applicants who hold a Master's degree and departmental permission.

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: 220
 Undergraduate 14-15 Catalogue

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

Degree and Program Name: B.S. Ed. in Special Education (Deaf and Hard of Hearing)

Present Requirements:

Professional Education..... 66 hours
 LITR 3120 and LITR 3130, Guided Elective
 (3)..... 9 hours
 MGED 3991 and MATH 3161.....7 hours

Total hours required for this degree
132 semester hours

Proposed Requirements: (highlight changes after printing)

Professional Education.....62 hours
 LITR 3120 and LITR 3130.....6 hours
 MGED 3991 and MATH 3161.....6 hours

Total hours required for this degree.....128 semester hours

****Changes reflect omission of the guided elective and change of MGED 3991 from 4 credit hours to 3 credit hours.**

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies To meet the 129 hour maximum the Board of Regents has approved for our Deaf Education Program
- Other



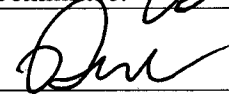
Source of Data to Support Suggested Change:

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

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: 	Date: 10/16/14
College/Division Exec. Committee: 	Date: 10/16/14
Dean(s)/Director(s): 	Date: 10/16/14
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

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

Current Catalog Page number: 2014-2015 Page 220	Proposed Effective Date for Curriculum Change: (Month/Year): 1/1/2015	Degree & Program Name: Special Education: Deaf and Hard of Hearing																																																																					
<p>Core Curriculum (Area F) (18 Hours):</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>DEAF 2999 Entry into the Program</td><td style="text-align: right;">0</td></tr> <tr><td>ISCI 2001 or ISCI 2002</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 2110, EDUC 2120, & EDUC 2130</td><td style="text-align: right;">9</td></tr> <tr><td>ASLS 2110 & ASLS 2120</td><td style="text-align: right;">6</td></tr> </table>		DEAF 2999 Entry into the Program	0	ISCI 2001 or ISCI 2002	3	EDUC 2110, EDUC 2120, & EDUC 2130	9	ASLS 2110 & ASLS 2120	6	<p>Core Curriculum (Area F) (18 Hours):</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>DEAF 2999 Entry into the Program</td><td style="text-align: right;">0</td></tr> <tr><td>ISCI 2001 or ISCI 2002</td><td style="text-align: right;">3</td></tr> <tr><td>EDUC 2110, EDUC 2120, & EDUC 2130</td><td style="text-align: right;">9</td></tr> <tr><td>ASLS 2110 & ASLS 2120</td><td style="text-align: right;">6</td></tr> </table>	DEAF 2999 Entry into the Program	0	ISCI 2001 or ISCI 2002	3	EDUC 2110, EDUC 2120, & EDUC 2130	9	ASLS 2110 & ASLS 2120	6																																																					
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SPEC 3040	Legal and Ethical Issues for Special Education <i>Spring Semester (17 Hours)</i>	3	SPEC 3040	Legal and Ethical Issues for Special Education <i>Spring Semester (16 Hours)</i>	3
ASLS 3180	American Sign Language IV	3	ASLS 3180	American Sign Language IV	3
DEAF 3120	Learning Cognition & Social Development in Deaf Children	3	DEAF 3120	Learning Cognition & Social Development in Deaf Children	3
SEED 4010	Integrating Technology in Education Secondary	1	SEED 4010	Integrating Technology in Education Secondary	1
MGED 3991	Differentiated Instruction for Middle Grades	4	MGED 3991	Differentiated Instruction for Middle Grades	3
MATH 3161	Mathematics for Early Childhood Teachers	3	MATH 3161	Mathematics for Early Childhood Teachers	3
DEAF 4050	Manual Communication	3	DEAF 4050	Manual Communication	3

Justification:

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

<input type="checkbox"/>	Improve student learning outcomes:
<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: To meet the 129 hour maximum the Board of Regents has approved for our Deaf Education Program

Source of Data to Support Suggested Change:

<input type="checkbox"/>	Indirect measures: SOIs, student, employer, or alumni surveys, etc.
<input type="checkbox"/>	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 the 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:

Source of Data to Support Suggested Change:

<input type="checkbox"/>	Indirect measures: SOIs, student, employer, or alumni surveys, etc.
<input type="checkbox"/>	Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: 	Date: 10/16/14
College/Division Exec. Committee: 	Date: 10/16/14
Dean(s)/Director(s): 	Date: 10/16/14
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:
223

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2015

Degree & Program Name:
(e.g., BFA, Art): BA and BS, Psychology

Present Requirements: Current Undergraduate Outcomes (2008)

1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Review empirical studies of psychology, analyze their research findings, and draw appropriate conclusions and inferences in reference to reliability and validity.
3. Design, run, and analyze research studies and write reports using APA style.
4. Articulate controversial and ethical issues in psychology.
5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.
6. Use appropriately the technical language of the science of psychology in oral and written communication.
7. Articulate the developmental changes resulting from hereditary and environmental factors.
8. Compare and contrast theoretical perspectives within psychology.
9. Describe the impact of society and culture on human diversity.
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.
11. Use appropriate computer technology to complete relevant assignments.
12. Interact effectively and work productively with others.

Proposed Requirements (Underline changes after printing this form:

APA Guidelines (2013)

Goal 1: Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Goal 2: The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.

Goal 3: The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Goal 4: Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Goal 5: The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: The American Psychological Association developed

guidelines for the undergraduate psychology major that represent the goals and learning outcomes expected from students. The goals reflect best practices developed by research in the scholarship of teaching in psychology and academic program reviewers.

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.) American Psychological Association (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

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?).

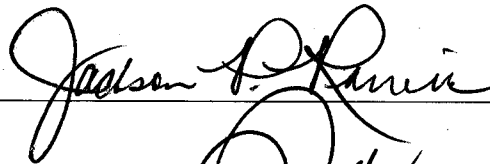
Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pre/post tests, Outcome Assessment Test for Seniors, student ratings and evaluation of the outcomes, percent of students earning C or better in our gateway classes (PSYC 3500, 3600, 3900) and our capstone courses (PSYC 4900, 4950)

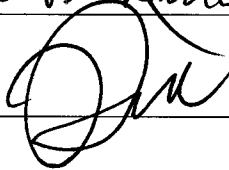
Approvals:

Department Head:



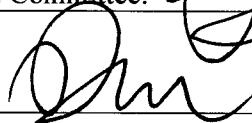
Date: 10.16.14

College/Division Exec. Committee:



Date: 10/16/14

Dean(s)/Director(s):



Date: 10/16/14

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 NEW COURSE

Valdosta State University

Date of Submission: 9.1.14 (mm/dd/yyyy)

Department Initiating Request:
Psychology and Counseling

Faculty Member Requesting:
Larry Hilgert & Jackson Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 3670

Proposed New Course Title:
Introduction to School Psychology

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

Semester/Year to be Effective:
Fall, 2015

Estimated Frequency of Course Offering:
bi-annual

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course provides a general survey of school psychology designed to introduce the students to fundamental methods and content of contemporary practice of psychology in school systems. Prerequisites for the course include PSYC 1101 and PSYC 3500 or its equivalent.

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: To increase the diversity in options for psychology major's and minor's courses

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests and assessments of specific competencies.
Evaluation by Undergraduate Program Committee, Advisory Council

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.) test grades, academic papers
- Other:

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

Approvals:		
Dept. Head:	<i>Jason A. Kinn</i>	Date: <i>11.06.14</i>
College/Division Exec. Comm.:	<i>JM</i>	Date: <i>10/16/14</i>
Dean/Director:	<i>JM</i>	Date: <i>10/16/14</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**DEWAR COLLEGE OF EDUCATION
AND HUMAN SERVICES
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FALL SEMESTER 2014
PSYC 4500 (B)
INTRODUCTION TO SCHOOL PSYCHOLOGY
3 HOURS**

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

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

"Positively Impacting Learning Through Evidence-Based Practices"

This syllabus was last revised on 25th August, 2014.

REQUIRED TEXTBOOKS AND READINGS

Merrell, K.W., Ervin, R.A., & Peacock, G.G. (2012). *School Psychology for the 21st Century: Foundations and Practices (2nd ed.)*. New York: The Guilford Press.

Georgia Department of Education. (2011). *Rules of the Georgia Board of Education Division for Exceptional Students: Special education regulations and procedures (Chapter 160-4-7)*. Atlanta: Author.

National Association of School Psychologists. (2011). *Principles for Professional Ethics*. Silver Springs, MD: Author.

SUGGESTED READINGS

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/default.aspx>

http://rules.sos.state.ga.us/pages/GEORGIA_DEPARTMENT_OF_EDUCATION/index.html

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Special-Education-Rules.aspx>

COURSE DESCRIPTION

This course provides a general survey of school psychology designed to introduce the student to the fundamental methods and content of contemporary practice. Historical, current, and future status of psychological services in the schools will be explored. Professional, legal, and ethical issues will be presented for discussion. Prerequisites: PSYC 1101 and PSYC 3500 or equivalent. (C R N: 80459)

VALDOSTA STATE UNIVERSITY GENERAL EDUCATION OUTCOMES

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

COURSE EDUCATIONAL OUTCOMES FOR B.A./B.S. PSYCHOLOGY DEGREE

6. Use appropriately the technical language of the science of psychology in oral and written communication.
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.
11. Use appropriate computer technology to complete relevant assignments.

COURSE OBJECTIVES

- Distinguish between the major perspectives (behavioral, psychoanalytic, cognitive, physiological, and socio-cultural) on human thought and behavior.
- Appreciate the variety of ways psychological data are gathered and evaluated.
- To become familiar with the theories and contributions of major figures in the field.
- Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.
- To become conversant in the unique language of psychology.
- To gain self-understanding and a greater understanding of others.
- To recognize the ways to apply psychological findings to your personal and professional life.
- To learn to appreciate the importance of a multi-level explanation of behavior.
- To explore novel ways of perceiving one's own behavior and that of the world as a whole.

OTHER COURSE OBJECTIVES AND FORMAT

To become acquainted with a variety of psychological terms and theories, as well as to learn methods of scientific inquiry and to explore novel ways of perceiving one's own behavior and that of the world as a whole. Specific objectives will be available each week as they are posted to the BlazeVIEW and linked to the quiz schedule portion of this syllabus. Class meetings will in most cases be group discussions with some brief media presentations, etc. Class discussion occurs regularly and participation is expected as outlined in greater detail below. Lectures will cover material from the text as well as outside resources and are available at least 24 hours (and usually at least 48 hours) before question tweets are due. Tests will contain material covered in the book, in class, and additional information presented via BlazeVIEW.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Exams: There will be three unit exams (see calendar below for dates and chapters to be covered) for this course. Each exam is worth 100 points (60% of your grade). The third of these exams will be administered during the regularly scheduled final exam period. If you should miss an exam (due to a documented medical or family emergency), you will take it during the final exam period. Two of the three exams will be used for grade calculation purposes. Three 100-item quizzes will be given during the semester. Students are given the in-class quiz and a will answer via "clicker" using the student response system (at least two different forms are distributed). Students always answer on the paper version of the quiz. Tests will contain material covered in the book, in class, and/or podcasts. Some additional information may be presented via BlazeVIEW.

All in-class exams are returned to the instructor with your name on the exam; however, only the scantron sheet or the clicker responses are used as the basis for your score. Answering on the quiz will allow the instructor time to review the quiz items and provides a document that may be used to substantiate attendance and in some cases the individual student response system. **If students do not return the exam with their name on the exam, a score of zero will be given for that quiz.** Missed quizzes will not be identical to the in-class version. A missed quiz will not follow the unit objectives and will be more difficult, since the student has had additional time to study.

Question Assignments: While individual performance makes up the majority of this course (60 percent based on exam scores), your group will be responsible for completing ten question-based assignments offered this term. Question-based assignments are linked to ten of the thirteen chapters in the textbook. You group will be responsible for developing four to six questions (depending on the group's size) over a given set of pages within each chapter. These question assignments are completed in class (generally at the end of the week). **Please note that the question assignments send via email will not be accepted. They MUST be submitted via D2L Dropbox.**

Discussion Assignments: Your group will be responsible for completing ten discussion-based assignments offered this term. Each completed assignment will be worth 10 points and scored using a rubric with 10 subscales. Keep in mind that the greater depth and effort demonstrated in completing these assignments, the better the grade. Discussions usually occur mid-week (Wednesday), beginning the first Monday class in September. Discussion assignments are based on the questions provided at the end of each chapter. Three alternate discussion topics may be made available in lieu of text-based discussion and are as follows:

Alternate Discussion Assignment A: Use the text and online resources (such as: <http://www.psywww.com/careers/options.htm>, <http://www.bls.gov/oco/>) to distinguish between the following health care professions in terms of education required (degree and type), licensing/certification required, population served (children/adults, types of problems dealt with), activities engaged in (therapy, including types; tests, including types; etc.). Your group's written work will be scored using a rubric and (as a part of the scoring) Turnitin.

Psychiatrist
Licensed clinical psychologist
Licensed clinical social worker
Licensed professional counselor
Pastoral/Christian counselor
School Psychologist

Alternate Discussion Assignment B: Think about the different approaches to school interventions. Write a two-page (double-spaced) commentary describing which approach (or approaches) might best suit you if you were an adolescent attending a local high school, as well as which one(s) might best suit you as a school psychologist. Be specific in addressing the reasons.

Alternate Discussion Assignment C: In lieu of one of the ten Discussion Assignments Complete the American Red Cross Introduction to disaster services program. Print the

certificate and turn in a copy of the certificate by the due date in the schedule. ALL members of your group must complete this individually for full credit.

Alternate Discussion Assignment D: Take one of the following online personality tests. Write a 2-3 page (double-spaced) commentary on the results, including how accurate they seem to you. Discuss what might have made the test accurate, or what could increase its accuracy (that is, discuss issues of reliability and validity). IAT.....

<http://www.personal.psu.edu/~j5j/IPIP/>

<http://www.outofservice.com/bigfive/>

PRESENTATION ASSIGNMENT

Assignment 1 (required): Each group will produce a powerpoint presentation on one of the last seven chapters of the textbook. These chapters are more theory-based and will introduce the class to present topics/roles for school psychologists. The powerpoint presentation (based on the textbook) is to be submitted on the Friday preceeding that topic before the presentation is scheduled (on Wednesday). A Rubric for scoring each of the presentations will be made available in September.

Your group will be responsible for completing ten question-based assignments and ten discussion-based assignments offered this term. DISCUSSION ASSIGNMENTS are listed below

IN CLASS PARTICIPATION - An in-class participation roll/assessment may be used during class through a technology-based response system. Additional important details concerning the response system units and the use of the response system will be provided in class during the first week. Students use response units and can give their answers to the interactive questions in class. Your participation grade will be individually calculated and is based on the percentages of class Interactive responses you make.

IN-CLASS PARTICIPATION GRADE CALCULATION	
Participation Points (out of 10% of your final grade) that will be added for participation	Percentage correctly answered across all class interactive "clicker" items
15 Points	70 percent
10 points	50 percent
8 points	25 percent
6 points	20 percent
4 points	15 percent
2 points	10 percent
Zero points	Zero percent

Participation scores are to be based on the percentages of correct responses supplied in class. (based on a total percentage across all five sessions or classes). Answering with the response units within the response system will not be required or recognized publically; however, if a student or group fails to respond, their score for that item will be set as a zero for that participation item. Student response units (CLICKERS) are to be purchased at the VSU Bookstore during the first few days of the semester. If you have a clicker, you should know your score immediately after the exam. Because clickers are being

used for more than 3,000 students each year you could likely use them again or easily sell you clicker online. If you plan to sell your clicker to someone else, you should not put your name on your unit. However, some form of TEMPORARY "label" may be applied to more easily identify the unit.

In-class Exams

Three 90-item multiple choice exams will be given throughout the semester according to the schedule found at the end of this syllabus.

Evaluation (based upon criteria below):	
1. Exam One	15 %
2. Exam Two	15 %
3. Exam Three	15 %
4. Question Assignments	10 %
5. Discussion Assignments	10 %
6. Class Presentation Peer Ratings	10 %
7. Class Presentation Faculty Rating	10 %
7. Class Clicker Participation	15 %
TOTAL	100 %

COURSE EVALUATION

45 % of Final Grade = Exams (Review)
10 % of Final Grade = Text Question Assignments (*copies go to class members*)
20 % of Final Grade = Presentations/Discussion (may include BlazeVIEW)

Grading Criteria: 90 - 100% = A, 80 - 89% = B, 70 - 79% = C, 60 - 69% = D, < 59% = Failing

THE BLAZER CREED at VALDOSTA STATE UNIVERSITY

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice **civility**, **integrity**, and **citizenship**. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University. As a Blazer, you have been asked to uphold the core principles of **Civility**, **Integrity**, and **Citizenship**.

Civility – A **Blazer** shows *courtesy* and *compassion* as well as *respect* for the *dignity* of every human being.

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Integrity – Each **Blazer** is *responsible* for his or her own actions, and our *community* is stronger when we contemplate the context of our decisions and uphold the principles of *trust* and *honesty*.

Citizenship – Every **Blazer** has an interest in the well-being of the *community*, and therefore, a duty to stay informed, to make *positive* contributions, and to offer support to those who need help.

CELL PHONE/TECHNOLOGY POLICY

You may use a laptop or tablet to type notes, but laptop or tablet **use unrelated to class activities will result in being asked to leave.** (*Including while you are in GROUP activities*). Unauthorized use of cell phones to take pictures, text message, or to make phone calls during class is prohibited. **Cell phones should be switched off and left in book bags, purses, or pockets.** Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces should also be switched off and put away during class time. *Should you be caught more than one time using such devices during class time, the instructor will **seriously** take that into consideration should your final grade fall on the border between two grades.* There will not be any points awarded for classroom conduct (i.e., showing name cards every day, following electronics policy, and so on) but failure to follow the class policies will reduce the student's total points in the class. I simply expect each student to follow the rules. **But if I have to speak with a student about his or her conduct, then five points will be subtracted from the student's final exam point total before calculating that individual's grade for the final. If I have to speak to a student a second time, another five points will be reduced, and so on.**

Missed In-Class Quiz/Test Policy:

For an absence on a test day to be excused, the student must contact me AT LEAST TWO HOURS PRIOR to when the class begins the test (8 AM), either in person or through BlazeVIEW email only and explain the absence OR the student must give to Dr. Hilgert or his Graduate Assistant – **one week before the exam** -- a valid VSU excuse (i.e., athletic or scholastic event).

If the student is unavailable during the test or immediately prior to the exam due to seeking emergency medical attention or needing law enforcement assistance, he or she must present documentation to Dr. Hilgert or his Graduate Assistant as soon as possible after missing the test to have him determine if it is a valid reason to have missed the test. Until the test is made up (see below), the grade will remain a zero and will significantly impact the student's average in the class, including the midterm grade which will be posted.

As the instructor assigned to this class, I will decide if the reason warrants the student do a make-up examination. A student can only make up one examination. Vacation is NOT an acceptable excuse for missing a test. Please do not just skip a test and assume that it will be excused. Unless it fits these reasons – it will not be excused. Arriving too late to class on test day (i.e., after the first student has turned in the test and left the class) will not automatically mean the student cannot take the test in progress and MAY perhaps be eligible for a makeup exam.

I will have ONE make-up test time during the semester; it will be during the DEAD DAY for the semester. Students MUST attend the make-up exam if they missed one test and it was excused – there will not be any acceptable reason for missing the makeup test. If a student misses the makeup test, that the test grade will remain a zero.

Tests or quizzes will not be identical to the in-class version. A missed in-class exam will be more difficult since the student has had additional time to study. Students always should answer on both the exam and also answer using the clickers and the response system. **Failure to bring your clicker for any quiz or exam will automatically result in you "missing" that quiz and you will need to take that quiz at the time of the midterm or during dead day.**

CLASS ATTENDANCE POLICY

There are only two kinds of absences: **excused** and **unexcused**. An excused absence is due to five possible reasons: (1) illness of student or serious illness of a member of the student's immediate family; (2) death of a member of the student's immediate family; (3) attendance on a sponsored University trip; (4) major religious holidays; and (5) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept" or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

Important information. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

VSU policy requires class attendance. Class attendance will be important in doing well and will be documented via question cards and completion of in-class material (common group demonstrations and puzzles/exams). Since it is imperative that you attend class discussion/puzzle assignments, it is important that you pay close attention to the attendance policy for this class as it is stated in this section of the syllabus. No exceptions will be made, since this is a policy based on the Georgia Board of Regents standards. If you miss too many classes before midterm, you will be dropped from the class. If you miss too many classes throughout the semester, you will receive a "WF" for your grade, so pay close attention in class and do your best to adhere to the class schedule. Changes to the class calendar may be announced in class and you will be expected to be aware of them. In addition, **puzzles will not be made up**; if you miss more than 10 CLASS HOURS after June 16, 2012 you will receive a FAILING grade.

COURSE WITHDRAWAL POLICY

Students withdrawing from the course BEFORE mid-term will be assigned a grade of "W." After midterm, a punitive WF may be assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

ACADEMIC HONESTY

As part of its mission, Valdosta State University aims to accomplish the following:

- Prepare our students to meet global opportunities and challenges through excellence in teaching and learning.
- Expand the boundaries of current knowledge, and explore the practical applications of that knowledge, through excellence in scholarship and creative endeavors.
- Promote the economic, cultural, and educational progress of our community and our region, through excellence in service outreach

VSU seeks to accomplish this mission in a dynamic, student-centered learning environment marked by a respect for diverse abilities, backgrounds, and contributions by all members of the university community. To meet this mission, we must ensure that all faculty, students, and staff conduct their academic responsibilities with honesty and integrity.

- [The Importance of Academic Honesty in a University Community](#)
- [Valdosta State University's Academic Honesty Policies and Procedures](#)
- [Academic Honesty Resources at Valdosta State](#)
- [Using Turnitin at VSU](#)
- [Additional Faculty Resources](#)
- [Additional Student Resources](#)
- [Report of Academic Dishonesty](#)
- [Student Conduct Incident Report](#)

POLICY STATEMENT ON PLAGIARISM

College of Education & Human Services - Below is information directly quoted from the [Academic Honesty Policies and Procedures](#):

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

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Report of Academic Dishonesty](#).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Report of Academic Dishonesty](#). According to the [Academic Honesty Policies and Procedures](#) document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/directions-for-accessing-and-completing-sois.php>

INSTRUCTOR:

Larry Hilgert, Ph.D., NCSP

Associate Professor, Georgia Licensed Psychologist

Office Location : Psychology Building,
Room 2215

Telephone: (229) 333-5616 or (229) 333-5930 Fax:
(229)259-5576

E-MAIL: lhilgert@valdosta.edu

Website: <http://ww2.valdosta.edu/~lhilgert/>

Campus Office Hours: Monday and Wednesday from 7:30 to 8:30 a.m. and from 2 until 3 p.m.; Monday, Wednesday and Friday from 11 a.m. until 12 p.m.; Tuesdays from 2 – 5 p.m. Note: please call ahead since office hours may differ when practicum or research site visits require travel.

Online Office Hours: Each week I will have "virtual" office hours where I will set up a chat room inside our BlazeVIEW course for us to "talk." You can enter the room and ask any questions that you have and get answers; most of them immediately. Tentatively, and beginning September 9th, these will be on Tuesdays from 7:00-8:00 p.m. We will have online reviews before every major test using this same "chat" function, as well. These "online hours may often be attended by the Graduate Assistant. All students are welcome to log in and ask questions.

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. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities at: <http://www.valdosta.edu/access/>. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 TTY 229-219-1348 VP 229-375-5871 FAX 229-245-3788

Class Schedule Monday, Wednesday, and Friday @ 1 to 1:50 p.m., Psychology Building, Room 3007			
DATE	DETAILS	CLASS CONTENT GIVEN	ASSIGNMENT
8/18/14 M	Psych 1103	Group Assignment	Class Card
8/20/14 W	Psych 1103	Cell Phone/Other Policies, Bookstore, Course Description	Register Clicker
8/22/14 F	Psych 3007	Names and Topic Assignments for Groups Login – Clicker	Group Names
8/25/14 M	1:00 -1:40	Overview and General Themes within the class	Wednesday Class Procedures
8/27/14 W	1:00 -1:40	Introduction to the Field of School Psychology	Question Assignments
8/29/14 F	1:00 -1:40	Review Schedule/Pilot Reconfigured Software	
9/01/14 M	LABOR DAY HOLIDAY		
9/03/14 W	1:00 -1:20	Chapter One – Introduction to School Psychology	Clicker Session
9/05/14 F	1:20-1:50	Chapter One - Key Issues/ Controversies in School Psych	Group Discussion 1
	1:00-1:50	Chapter Two Historical Context for School Psych	Question Assignments
9/08/14 M	1:00-1:50	Chapter Two – School Psychology History	Clicker Discussion Session
9/10/14 W	1:00-1:50	Chapter Three Cultural Diversity	Guest Speaker
9/12/14 F	1:00-1:50	Chapter Three	Question Assignments
9/15/14 M	1:00-1:50	Chapter Three	Clicker Discussion Session
9/17/14 W	1:00-1:50	Cultural Issues	Guest Speaker
9/19/14 F	1:00-1:50	Chapter Four	Question Assignments
9/22/14 M	1:00-1:50	Chapter Four	Clicker Discussion Session
9/24/14 W	1:00-1:50	Chapter Five	Question Assignments
9/26/14 F	1:00-1:50	Chapter Five	Clicker Discussion Session
9/29/14 M	1:00-1:50	In-Class Exam One	
10/01/14 W	1:00-1:50	Ethical and Legal Issues in Higher Education	Dr. Kimberly Tanner
10/03/14 F	1:00-1:50	Chapter Six	
10/06/14 M	1:00-1:50	Chapter Six	
10/08/14 W	1:00-1:50	Chapter Six	Guest Speaker
10/10/14 F	1:00-1:50	Online Session	
10/13/14 M	Chapter	Chapter Seven Questions/Problem Solving	
10/15/14 W	Chapter 7	Chapter Seven Presentation	Group One
10/17/14 F	Chapter 7	Chapter Seven	Clicker Session/Discussion
10/20/14 M	Chapter 8	Chapter Eight Questions/Problem Solving	Questions Developed
10/22/14 W	Chapter 8	Chapter Eight Presentation	Group Two
10/24/14 F	Chapter 8	Chapter Eight	Clicker Session/Discussion
10/27/14 M	Chapter 9	Chapter Nine Questions/Problem Solving	Questions Developed
10/29/14 W	Chapter 9	Chapter Nine Presentation	Group Three
10/31/14 F	Chapter 9	Chapter Nine Presentation	Clicker Session/Discussion
11/3/14 M		Exam Two	
11/5/14 W	Chapter 10	Chapter Ten Presentation	Group Four
11/7/14 F	Chapter 10	Chapter Ten Presentation	Clicker Session/Discussion
11/10/14 M	Chapter 11	Chapter Eleven Questions/Problem Solving	Questions Developed
11/12/14 W	Chapter 11	Chapter Eleven Presentation	Group Five
11/14/14 F	Chapter 11	Chapter Eleven Presentation	Clicker Session/Discussion
11/17/14 M	Chapter 12	Chapter Twelve Questions/Problem Solving	Questions Developed
11/19/14 W	Chapter 12	Chapter Twelve Presentation	Group Six
11/19/14 F	Chapter 12	Chapter Twelve Presentation	Clicker Session/Discussion
11/24-28		Thanksgiving Vacation	Thanksgiving
12/1-5/14	Chapter 13	Question Development/ Presentation/Discussion	Clicker Session/Discussion
12/01/14		Exam Three	
12/01/14		Final Exams (make-ups scheduled at this time)	

Program and Course	Activity	Assessment
<i>Introduction to School Psychology (PSYC 4500)</i>		
VSU General Education Outcomes		
<i>3. Students will use computer and information technology when appropriate.</i>	<i>Presentation Assignments</i>	<i>The instructor uses appropriate grading rubrics to evaluate students' work.</i>
<i>4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.</i>	<i>Class Presentations and discussion assignments</i>	<i>Exams, the instructor uses appropriate grading rubrics to evaluate students' work.</i>
<i>7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials</i>	<i>Lecture, class discussions, assigned text readings, presentation assignments</i>	<i>Exams, the instructor uses appropriate grading rubrics to evaluate students' work.</i>
<i>8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.</i>	<i>Class discussions, assignments</i>	<i>Exams, the instructor uses appropriate grading criteria to evaluate students' work.</i>
BA/BS Psychology Degree Outcomes		
<i>4. Articulate controversial and ethical issues in psychology.</i>	<i>Lecture, class discussions, assignments</i>	<i>Exams, the instructor uses appropriate grading rubrics to evaluate students' work.</i>
<i>6. Use appropriately the technical language of the science of psychology in oral and written communication</i>	<i>Lecture, class discussions, assigned text readings, assignments</i>	<i>Exams, the instructor uses appropriate grading criteria to evaluate students' work.</i>
<i>11. Use appropriate computer technology to complete relevant assignments.</i>	Class Presentations and discussion assignments	<i>The instructor uses appropriate grading criteria to evaluate students' work.</i>

THE RIGHT TO VARY FROM THIS SYLLABUS IS RESERVED.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 08/01/2014 (mm/dd/yyyy)

Department Initiating Request:
Psychology and Counseling

Faculty Member Requesting:
Steven Kohn and Jackson Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 3680

Proposed New Course Title:
Psychology of Motivation

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

Semester/Year to be Effective:
Fall, 2014

Estimated Frequency of Course Offering:
bi-annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: PSYC 3600 with a grade of "C" or better. Explores selection and avoidance behaviors in theoretical, systemic, and biological context. Examine impact of motivation principles on human and animal decision making and survival.

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: Adds upper level course to majors' options
- Adopting current best practice(s) in field: in keeping with American Psychological Association Guidelines for the Undergraduate Psychology Major
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The course has been offered periodically in the last several years as a special topics course (PSYC 4500), with great success. The course is now added to the psychology major curriculum as an upper level elective

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. previous offering of course as a special topics seminar
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) APA Undergraduate Psychology Major Guidelines

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. continuous improvement guidelines established by college and accreditation guidelines, enrollment numbers
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student grades
- Other:

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

Approvals:		
Dept. Head:	<i>Jackson A. Rainier</i>	Date: 10.16.14
College/Division Exec. Comm.:	<i>DM</i>	Date: 10/15/14
Dean/Director:	<i>DM</i>	Date: 10/16/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

223

PSYC3680
MOTIVATION
SPRING 2014
3 SEMESTER HOURS
TUESDAY AND THURSDAY 2:00-3:15 PM
PSYCHOLOGY BLDG. (PB) ROOM. 1106

Dewar College of Education
Valdosta State University
Department of Psychology and Counseling Conceptual
Framework: Guiding Principles (DEPOSITS) (adapted
from the Georgia Systemic Teacher Education Program
Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOK AND COMPUTER PROGRAM:

Deckers, L. (2014). Motivation: Biological, psychological, & environmental (4th ed.). Boston: Pearson. (NEW: \$159.20; USED: \$119.40)

COURSE DESCRIPTION: The psychology of motivation explores why people and animals select to engage in or avoid specific behaviors in given circumstances. We will examine theories and systems of motivation, choice, instincts, and emotions; and their impact on human and animal decision-making and survival.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

VSU GENERAL EDUCATION OUTCOMES

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

COLLEGE OF EDUCATION OUTCOMES

- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation

COURSE EDUCATIONAL B.A./B.S. PSYCHOLOGY DEGREE OUTCOMES

5. identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation
6. use appropriately the technical language of the science of psychology in oral and written communication
7. articulate the developmental changes resulting from hereditary and environmental factors
8. compare and contrast theoretical perspectives within psychology
9. describe the impact of society and culture on human diversity
11. use appropriate computer technology to complete relevant assignments
12. interact effectively and work productively with others

COURSE OBJECTIVES: This course will provide you with an introduction to the fundamental principles of the field of motivation psychology and emotion from a bio-psycho-social and evolutionary perspective. In this course students will:

1. Synthesize and apply psychological theory and relevant scholarly research and theory to issues of motivation (Outcome 3, 5, 6, 8)
2. Use appropriate computer technology (e.g., word processing programs, internet resources, etc.) to complete relevant assignments (All Outcomes).
3. Comprehend how motivation is a function of both internal states and environmental events. (Outcome 3, 5, 6, 8, 12).
4. Articulate and present the psychological concepts, principles, and theories of motivational psychology in a clearly and effective manner, in both oral and written form (Outcome 3, 4, 5, 6, 8, 12).

COURSE EVALUATION

1. Objective Tests: Five (5) non-cumulative 100-point unit tests comprised of multiple choice, and/or true/false, and/or fill-ins questions based on class lectures, the text book, other readings, videos, and class activities
2. My Virtual Child: One (1) written developmental report
3. In class, take home, and attendance activities: Miscellaneous

COURSE GRADES: Course grades are criterion-referenced with absolute standards for assignments and test performance. If you earn a certain number of points needed for a grade, you will receive that grade

Grading Criterion	Grading Point Values
Tests (5 @ 100 points each)	500 Points
Article Review/Reflection Papers (6 @ 5 points each)	30 Points
In class, take home, and experimental activities	70 Points
Total	600 Points

Final Grade Points
 A = 540-600 Points
 B = 480-539 Points
 C = 420-479 Points
 D = 360-419 Points
 F = 0-359 Points

MAKE-UP EXAM POLICY: Make-up exams will be given only under special circumstances (e.g., medical emergencies) and in which you can provide bonafide written documentation. If you know that you will not be able to take an exam at the scheduled time due to a legitimate reason – you **MUST** contact the instructor no later than 24 hours prior to the exam. “I overslept” – or “I forgot about the test” – or “I was ‘freaking out’ because of another class” are not acceptable reasons – and will yield a forfeiture of all points for the test – in other words a ZERO. All make-up exams will be given at the instructor’s discretion and convenience and may consist of full essay questions or items randomly selected from the test bank

Attendance Policy: Valdosta State University requires class attendance. MISSING 20% (9 OR MORE) OF THE SCHEDULED CLASSES) CAN RESULT IN A FAILURE FOR THIS COURSE. It is difficult to do well on exams and complete course assignments without regular class attendance. Poor attendance and chronic lateness will make it infinitely more difficult to achieve a satisfactory grade in this course. Missing full classes or part of a class regardless of reason can seriously impact your final grade in a negative manner.

COURSE WITHDRAWAL POLICY: Students withdrawing from the course BEFORE the first exam will be assigned a WP. AFTER midterm, a W or WF is assigned based on course performance and forwarded to the Registrar's Office. Important Note: – If you stop attending class it does not constitute a withdrawal from the course.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally one week before the end of the term). SOI responses are anonymous and instructors will be able to view a summary of responses two weeks after they have been submitted. While instructors will not be able to view individual responses or to access any of the responses until final graded submission is complete. 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>

DEWAR COLLEGE OF EDUCATION - POLICY STATEMENT ON PLAGIARISM -Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form

(<http://www.valdosta.edu/coe/studentsinfo.shtml>).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

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

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

Special Needs Statement: VSU is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Instructor: Dr. Steven J. Kohn

E-mail: sjkohn@valdosta.edu
 (VSU EMAIL IS BEST WAY TO WAY TO CONTACT ME)
 PLEASE DO NOT USE D2L EMAIL!

Office: Psychology Bldg. Room 2206

Phone: (229) 333-5979

Office hours: Monday through Friday: 11:00 am-1:00 pm; and/or by appointment

*TENTATIVE COURSE SCHEDULE		
DATE	TOPIC	READING
Jan 14-16	Introduction to Motivation and Emotion	Deckers Ch 1
Jan 21-23	The History of Motivation and Emotion	Deckers Ch 2
DROP/ADD Ends Jan 17 (FRIDAY) at 1:30 PM		
Jan 28 – Feb 11	Evolutionary Antecedents of Motivation	Deckers Ch 3
FEB 13 (THURSDAY) TEST 1 (COVERS MATERIAL SINCE 1 ST CLASS)		
Feb 18-20	Addictions and Addictive Behaviors	Deckers Ch 4
Feb 25-Mar 4	Homeostasis: Temperature, Thirst, Hunger, and Eating	Deckers Ch 5
MARCH 6 (TUESDAY) TEST 2 (COVERS MATERIAL SINCE TEST 1)		
MAR 6 (THURSDAY) LAST DAY TO WITHDRAW (MIDTERM)		
Mar 11-13	Behavior, Arousal, and Affective Valence	Deckers Ch 6
MAR 17-21 - NO CLASS – SPRING BREAK		
Mar 28-Apr 1	Drives, Needs, and Awareness	Deckers Ch 8
April 1 (TUESDAY) TEST 3 (COVERS MATERIAL SINCE TEST 2)		
Summer/Fall 2014 Registration –MARCH 31-APRIL 18/25		
Apr 3-8	Extrinsic and Intrinsic Motivation	Deckers Ch 10
Apr 10-15	Economics of Motivation	Deckers Ch 12
APR 17 (THURSDAY) TEST 4 (COVERS MATERIAL SINCE TEST 3)		
Apr 22-24	Emotions as Moods	Deckers Ch 13
Apr 29-May 1	Emotions as Motives	Deckers Ch 14
WEDNESDAY, MAY 7 - FINAL - TEST 5 (COVERS MATERIAL SINCE TEST 4) TIME: 2:45 - 4:45pm LOCATION: IN OUR CLASSROOM		
*Note: this is a tentative schedule meaning that the schedule is an approximation – and some aspects of the schedule may be altered or overlap during the semester due to time constraints, class activities, and videos, etc.		

Program and Course (PSYC 4500) Motivation		
VSU General Education Outcomes	Activity	Assessment
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.	Lecture, Discussion, Assigned text readings.	Exams.
3. Students will use computer and information technology when appropriate.	Assignments, Class activities, Projects	The instructor uses appropriate grading criteria to evaluate students' work.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.	Class activities, Project	The instructor uses appropriate grading criteria to evaluate students' work.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
College of Education Outcomes	Activity	Assessment
II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
Department Outcomes	Activity	Assessment
5. identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation	Lecture, Discussion, Assigned text readings, Class activities, Projects, Videos	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
6. Use appropriately the technical language of the science of psychology in oral and written communication.	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.

7. articulate the developmental changes resulting from hereditary and environmental factors	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
8. compare and contrast theoretical perspectives within psychology	Lecture, Discussion, Assigned text readings, Class activities, Projects	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
9. describe the impact of society and culture on human diversity	Lecture, Discussion, Assigned text readings, Class activities, Projects	The instructor uses appropriate grading criteria to evaluate students' work.
11. use appropriate computer technology to complete relevant assignments	Class activities, Projects	The instructor uses appropriate grading criteria to evaluate students' work.
12. interact effectively and work productively with others	Class activities, Projects	The instructor uses appropriate grading criteria to evaluate students' work.

Educational Outcomes of BA and BS Psychology Degrees address listed outcomes explicitly.	Identified courses	PSYC Course Numbers
1. use the scientific method as a primary basis for engaging in critical thinking		3300, 3600, 3900, 4950, 4991-4993
2. review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences		3600, 3900, 4000, 4050, 4990
3. design, run, and analyze research studies and write reports using APA style		3300, 3600, 4000, 4050, 4150, 4300, 4500, 4991-4993
4. articulate controversial and ethical issues in psychology		3600, 3900, 4800, 4950
5. identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation		3110, 3130, 3200, 3210, 3220, 3300, 3710, 3800, 4100, 4150, 4500
6. use appropriately the technical language of the science of psychology in oral and written communication		All courses
7. articulate the developmental changes resulting from hereditary and environmental factors		3200, 3210, 3220
8. compare and contrast theoretical perspectives within psychology		3110, 3130, 3400, 3450, 3700, 3800, 4900, 4950
9. describe the impact of society and culture on human diversity		3200, 3210, 3220, 3400, 3450, 3700, 3710
10. examine and evaluate career and educational opportunities available with an undergraduate psychology degree		2500, 4950, 3000 Advising

11. use appropriate computer technology to complete relevant assignments	All courses
12. interact effectively and work productively with others	3110, 3130, 3900, 4500, 4900, 4950

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/01/2013 (mm/dd/yyyy)

Department Initiating Request:
Psychology and Counseling

Faculty Member Requesting:
Browne & Breneiser

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 4025

Proposed New Course Title:
Principles of Human Memory

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

Semester/Year to be Effective:
Fall, 2014

Estimated Frequency of Course Offering:
Fall and spring semesters, annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite of PSYC 3600 with grade of "C" or better. An overview of the scientific approach to the study of human memory, including short/working and long-term memory, memory encoding and retrieval, a survey of the different models of memory, as well as a survey of the neuropsychology of memory.

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 will increase departmental course offerings in experimental psychology and research design
- Adopting current best practice(s) in field: Memory is one of the most relevant and active fields in the realm of experimental psychology; provides depth to curriculum and undergraduate major
- 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. SOI's
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) See relevant assignments and tests in syllabus

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>Jackson P. Garcia</i>	Date: 10.16.14
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 10/26/14
Dean/Director:	<i>[Signature]</i>	Date: 10/26/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**PSYC 4025 FALL 2013
HUMAN MEMORY
3 SEMESTER HOURS**

**Dewar College of Education
Valdosta State University
Department of Psychology**

Conceptual Framework: Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOK(S)

Radvansky, G. (2011). *Human memory*. Boston, MA: Allyn Bacon. Suggested retail price: \$103.80

All articles are on Blazeview

Recommended readings but not required:

Loftus, E. L. (1996). *Eyewitness testimony*. Harvard University Press. ISBN: 978-0674287778

Schacter, D. L. (2002). *The seven sins of memory*. Boston, MA: Houghtin Mifflin Co. ISBN: 978-0618219193

COURSE DESCRIPTION

PSYC 3600 with grade of "C" or better. An overview of the scientific approach to the study of human memory, including short/working and long-term memory, memory encoding and retrieval, a survey of the different models of memory, as well as a survey of the neuropsychology of memory. PSYC 4100 and/or 4000 are highly recommended prerequisites.

COURSE EDUCATIONAL OUTCOMES FOR B.A./B.S. PSYCHOLOGY DEGREE

2. review empirical studies of psychology, analyze their research findings, and draw appropriate inferences in reference to reliability and validity
3. synthesize psychological theory and relevant research to formulate original hypotheses
4. design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style
12. use appropriate computer technology (e.g., statistical software, word processing programs, internet resources, etc.) to complete relevant assignments
13. communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form

COURSE OBJECTIVES

3. Students will synthesize psychological theory and relevant research to formulate original hypotheses (Outcome #3)
4. Students will design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style (All Outcomes).
6. Communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form (Outcome 13).
12. Use appropriate computer technology (e.g., statistical software, word processing programs, internet resources. etc.) to complete relevant assignments (All Outcomes).
13. Students will communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form

COURSE EVALUATION

I. Six(6) Exams worth 100 points each. Questions from the book, website, and articles covered in class.

II. In Class Experiments (ICE). 5pts each. 10 of them 50pts total. We will actually be doing 11 so that missing one wont count against you, *but if you happen to be here for all 11 then the extra one will count as extra credit* ☺

We will perform a variety of in class memory experiments that go along with each chapter. If you are in class and complete the experiment you get the points. These count as attendance and cannot be made up.

III. Article Quizzes (10 quizzes). (10 pts each; 100 pts total). These also count as attendance and cannot be made up without a valid excuse. If you know you will be missing a day with a quiz and it's a legitimate excuse just email me to take it early.

IV. FIVE (5) Fun Video Worksheets (10pts each; 50 pts total): I have worksheets for each video we watch. You must turn them in at end of the movie. There are no make-ups for this. This counts as attendance too. Also, if you are on the phone for more than 5 minutes during the movie you will not get any points for the worksheet.

V. Brief Research Proposal on a Memory Topic that interests you. (100pts).

About missing work: In class experiments cannot be made up. There is no way to really do them individually. Quizzes can only be made up in extreme emergencies and they **MUST** be completed within **TWO WEEKS** of when it was scheduled to be done. You cannot wait until the end of semester and then decide to do them once you realize how adversely it is affecting your grade. If you do have a valid excuse (athletics, medical, funeral, etc) with documentation then you can make it up sometime during the week that it was scheduled or the following week at the latest. Once again, in class experiments and quizzes **CANNOT** be made up or taken during finals week so do not even ask.

Grading Scale:

A = 900 – 810 B = 809 – 720 C = 719 – 630 D = 629 – 540 F = 539 - 0

ATTENDANCE POLICY

Attendance: Quizzes, movie worksheets cannot be made up without a valid excuse (medical, court date, etc) so do not miss class. There is something graded just about every day that counts towards attendance. Attendance will be taken throughout the semester and it is essential that you show up for class and participate. We will do at least one experiment or demo each week. These cannot be made up and are usually on the test. Important information: As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

COURSE WITHDRAWAL POLICY Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF is assigned by the instructor based on course performance and forwarded to the Registrar's Office for processing. *Note: – to stop attending class does not constitute withdrawing from the course.*

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

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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

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Blaine L Browne

Office Number: Psychology Building 2113

Telephone Number: 229-293-6318

Email Address: blbrowne@valdosta.edu

Office Hours: M-R 1:00 - 3:30pm and by appointment

Website: <http://mypages.valdosta.edu/blbrowne/>

TENTATIVE COURSE OUTLINE
 PSYCH 4500 Human Memory, Blaine L. Browne, Ph.D.

	Monday	Wednesday	Friday
8-12	Intro/Syllabus	Ch 1. Intro	Article 1: 2012 Discover Memory HM CLIP FROM DARK MATTERS SHOW
8-19	Chapter 2: Neuroscience of Memory	Chapter 2: Neuroscience of Memory	Chapter 2: Neuroscience of Memory
8-26	Chapter 3: Experimental Methods Article 2: LOP Craik & Tulving (1975) ICE1: LOP Experiment here	Chapter 3: Experimental Methods Article 3: Nairne, Pandeirada, & Thompson, 2008). New Survival Memory ICE2: EP Words Experiment here	Chapter 3: Experimental Methods
9-2	Labor Day Holiday	DVD How does your memory work? WS1	Test 1: Ch 1-3 plus articles
9-9	Chapter 4: Sensory & STM Article 4: Peterson & Peterson (1959) ICE3: Example of duration of STM only	Chapter 4: Sensory & STM ICE4: Serial Position	Chapter 4: Sensory & STM Outline of your intro DUE
9-16	Chapter 5. Working Memory Article 5: Baddeley Article	Chapter 5. Working Memory	Chapter 5. Working Memory
9-23	Test 2: Ch 4-5	Chapter 6. Non Declarative Memory Priming and LDT ICE5: Do the Try it out p121	Chapter 6. Non Declarative Memory <u>Intro with all articles used is due.</u>
9-30	Chapter 7. Episodic Memory ICE6: Release from PI	Chapter 7. Episodic Memory	Chapter 7. Episodic Memory Article 6: TOT 1966 Original ICE7: TOT Exper
10-7	Test 3: Ch 6-7	Chapter 9. Semantic Memory ICE8: Bartlett Exper	Chapter 9. Semantic Memory Proposed method and design along with expected results DUE
10-14	Fall BREAK	Chapter 9. Semantic Memory	Chapter 11: Autobiographical Memory ICE9: Autbio Exper
10-21	Chapter 11: Autobiographical Memory Article 7: Flashbulb Article	Chapter 11: Autobiographical Memory	Test 4: Ch 9 & 11
10-28	Chapter 12: Memory and reality ICE10: DRM (2 group: warning/no warning group) or new	Chapter 12: Memory and reality Research Topic Pres (1-3) Article 8: Tricks of Memory (2000)	Chapter 12: Memory and reality Research Topic Pres (4-6) ****Memory papers Due Today****
11-4	Chapter 13: Memory and the Law Article 9: Loftus ICE11: Eyewitness example here Research Topic Pres (7-9)	Chapter 13: Memory and the Law Research Topic Pres (10-12)	False Memories DVD (51min) WS2
11-11	Test 5: 12-13	Chapter 16: Amnesia Research Topic Pres (13-15)	Chapter 16: Amnesia Research Topic Pres (16-18)
11-18	Clive Wearing DVD WS3	Chapter 17: Other Conditions & AD Research Topic Pres (19-21)	Part 1 DVD: The Forgetting: Alzheimer's (90min total) WS4
11-25	Part 2: DVD: The Forgetting: AD WS5	Thanksgiving Break	Thanksgiving Break
12-2	Chapter 17: Other Conditions Article 10: Synesthesia Finish Research Topic Pres (22-??)	Final Exam: XXXX Test 6: Ch (16&17)	

<u>Course</u>	<u>Program Outcome</u>	<u>Activity</u>	<u>Assessment</u>
Memory (PSYC 4500)	2. review empirical studies of psychology, analyze their research findings, and draw appropriate inferences in reference to reliability and validity	One experimental research paper plus journal article readings	Grading rubric
	3. synthesize psychological theory and relevant research to formulate original hypotheses	class readings and assignments	The instructor uses appropriate grading criteria to evaluate students' work.
	4. design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style	The experimental paper and assignments and homework assignment(s) require(s) students to master this outcome.	An appropriate rubric is used to grade the research project.
	12. use appropriate computer technology (e.g., statistical software, word	The research assignments and research paper allow students to master this outcome.	The instructor uses appropriate grading criteria to evaluate students' work.

Educational Outcomes of BA and BS Psychology Degrees <i>Identified courses address listed outcomes explicitly.</i>	PSYC Course Numbers
1. use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information	3300, 3600, 3900, 4950, 4991-4993
2. review empirical studies of psychology, analyze their research findings, and draw appropriate inferences in reference to reliability and validity	3600, 3900, 4000, 4050, 4990
3. synthesize psychological theory and relevant research to formulate original hypotheses	3600, 4000, 4050, 4500, 4991-4993
4. design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style	3300, 3600, 4000, 4050, 4150, 4300, 4500, 4991-4993
5. articulate controversial and ethical issues related to psychological intervention and research	3600, 3900, 4800, 4950
6. identify appropriate psychosocial and biological principles that influence behavior and cognition, given a particular context or situation	3200, 3300, 3710, 3800, 3900, 4100, 4150
7. use appropriately the technical language of the science of psychology in oral and written communication	3300, 3500, 3600, 3900, 4300, 4950
8. articulate the developmental changes resulting from both hereditary and environmental factors that shape individual differences	3200, 3210, 3220, 4500
9. compare and contrast differing theoretical perspectives within and among the differing disciplines of psychology	3400, 3450, 3700, 3800, 4900, 4950
10. describe the impact of society and culture on human diversity, especially as it relates to gender, ethnicity, and socioeconomic status	3200, 3400, 3450, 3700, 3710
11. examine, evaluate, and pursue career and educational opportunities available with an undergraduate psychology degree.	2500, 4950, 3000 PSYC CLUB, PSI CHI
12. use appropriate computer technology (e.g., statistical software, word processing programs, internet resources, etc.) to complete relevant assignments	All courses
13. communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form	All courses
14. interact effectively and work productively with others	3900, 4500, 4900, 4950

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 8.1.2014 (mm/dd/yyyy)

Department Initiating Request:
Psychology & Counseling

Faculty Member Requesting:
Jeremy R. Tost and Jackson P. Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 4030

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

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Students will develop an understanding of how the different religious philosophies, belief systems and traditions of the world influence psychological functioning and conversely, how psychological functioning, in turn, influences religion.

Prerequisite: PSYC 3600 with grade of "C" or better.

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: To increase the diversity in options for psychology major's courses
- 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. department and college defined need for addition of majors' level courses
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) evaluation by Undergraduate Program Committee, Advisory Council

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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.) test grades, academic papers
- Other:

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

Approvals:		
Dept. Head:	<i>Jackson P. Rainie</i>	Date: 10.16.14
College/Division Exec. Comm.:	<i>DM</i>	Date: 10/16/14
Dean/Director:	<i>DM</i>	Date: 10/16/14
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

PSYC 4030 – Fall 2013
Psychology of Religion
3 SEMESTER HOURS
MW 3:30 – 4:45; Section D

Dewar College of Education
Valdosta State University
Department of Psychology

Conceptual Framework: Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

Smith, H. (1991). *The World's Religions*. HarperCollins New York, NY

VSU Bookstore: (new) \$16.99, (used) \$12.75

Forsyth, J. (2003). *Psychological Theories of Religion*. Pearson Education, Inc. Upper Saddle River, NJ

VSU Bookstore: (new) \$76.70, (used) \$55.75

COURSE DESCRIPTION

Issues of topical importance in psychology are explored.

Prerequisite: PSYC 3600 with a grade of "C" or better.

The principle objective of this course is to develop an understanding of how the different religious philosophies, belief systems and traditions of the world influence psychological functioning and conversely, how psychological functioning, in turn, influences religion. The various religions will be examined by way of (a) applying different theoretical approaches (b) evaluating current empirical findings as related to religious beliefs and practices and (c) examining and reflecting upon our own experiences, both religious and nonreligious. We will not be attempting to prove or disprove religious claims rather we will attempt to better understand our collective perspectives and beliefs across both time and culture.

In order to achieve the above objectives students will be asked to contribute regularly to class discussions and activities. In order to contribute and participate it is expected that students (a) attend class (b) have read in advance all required materials and (c) have completed in advance all written assignments. This course is reading, writing and participation intensive thus students' grades will be heavily tied to their level of preparedness and ability to demonstrate and convey both critical and original thought.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

1. Students will synthesize psychological theory and religious philosophy to formulate original hypotheses.
2. Students will communicate and present religious, philosophical & psychological concepts, principles, and theories clearly and effectively, both in oral and written form.
3. Students will use the scientific method as a primary basis for engaging in critical thinking and evaluating religious beliefs, practices and traditions.
4. Students will review empirical studies of psychology of religion in order to analyze / synthesize research findings and draw appropriate inferences.
5. Students will articulate controversial and ethical issues related to psychological & religions

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Exams

There will be a total of two exams, each exam consisting of 75 points worth of multiple choice and / or short answer questions. On all exams, you will be allowed one 8.5" x 11" cheat-sheet. The notes on your cheat-sheet (one side only) must be handwritten; any other medium and the cheat-sheet will be confiscated. Exams are designed to test your understanding and ability to apply concepts rather than to test strict memorization. You will be notified of your exam performance in a timely manner. If you wish to see which questions you missed, then you can stop by during office hours or make an appointment. All exams are based on material covered in the textbook, lectures, and videos.

2. Empirical Article Review / Discussion

Each student will complete two empirical article reviews as related to the study of the psychology of religion. A detailed handout will be provided addressing expectations and assessment.

3. Narrative Essay Collection (8 of 10).

In the spirit of the Jamesian tradition, an important aspect of this class will be your ability to experience and write about your experiences as related to religious / psychological phenomenon. In doing so you will be asked to self-disclose and work with peers discussing your essay content. Confidentiality and mutual respect are critical to this process. Students should be prepared to use good personal judgment regarding self-disclosure and are expected to monitor their own levels of psychological vulnerability.

Essays will be due at the beginning of class on the due date stated. Any essay that is late (not in-hand when due at the beginning of class) will be assigned a 2 point deduction and subsequent 2 point deductions for further days late. Additionally, in order to help you keep order, each student will be required to obtain a three-hole punch folder in which you will keep all scored essays.

4. Miscellaneous Points to be Assigned

In order to be flexible and blend with the flow of the class, numerous activities, quizzes and miscellaneous "other" assignments will be developed and assigned as seen fit. Miscellaneous points may be spur of the moment (e.g. pop quizzes) or assigned in advance.

COURSE EVALUATION

Exams 1 & 2 [2 x 75 points]	= 150 points
Narrative Essay Collection [8 x 10 points]	= 80 points
Empirical Article Review [2 x 15 points]	= 30 points
<u>Miscellaneous points to be assigned</u>	= 40 points
Total Points:	= 300 points

GRADING SCALE

A = 100% - 90%	270 – 300 points (268 & 269 will be rounded to an A, 267.75 will not be rounded up)
B = 80% - 89%	240 – 269 points (238 & 239 will be rounded to a B, 237.75 will not be rounded up)
C = 70% - 79%	210 – 239 points (208 & 209 will be rounded to a C, 207.75 will not be rounded up)
D = 60% - 69%	180 – 209 points (178 & 179 will be rounded to a D, 177.75 will not be rounded up)
F = 59% or less.	≤ 177.75

ATTENDANCE POLICY

Attendance will be taken at every class meeting. As stated in the Undergraduate Bulletin, if you miss more than 20% (7 classes) of the 31 scheduled classes, then you will automatically receive an “F” in the course. Additionally, if you miss 5 classes your final grade will be reduced by one letter grade (e.g from an ‘A’ to a ‘B’). Poor attendance will considerably affect a student’s grade. Coming to class 15 minutes or more late and/or leaving class 15 minutes or more early is considered a missed class.

PROFESSIONALISM

Students withdrawing from the course before mid-term (Thursday, October 3) will be assigned a nonpunitive W. After midterm, a punitive WF is assigned and forwarded to the Registrar's Office for processing. To stop attending class does not constitute a withdrawal.

Students are welcome to email the course instructor for course-related questions, concerns, or communication. When emailing please use your Valdosta State University email. This enables the instructor to verify the sender of the email. While I may read an email from other source (e.g. gmail, yahoo) I will not respond to an email that does not end with @valdosta.edu. Be mindful that email communication between students and instructors is a professional correspondence. Lastly, put the course name and meeting time in the “subject” line. This will facilitate a quick and clear response.

Turn off your cell phone prior to the start of class & refrain from using lab computers during class time. Notes take on lab computers is prohibited. Unauthorized use of phones and/or computers will result in grade deductions.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

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

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/academics/academic-affairs/vp-office/sois/welcome.php>

INSTRUCTOR

Name: Dr. Jeremy Tost
Office Number: Psychology and Counseling Building, Room 2207
Telephone Number: (229) 333-5621
Email Address: jrtost@valdosta.edu
Office Hours: Monday: 11:00 – 1:00 & 2:30 – 3:30
Tuesday: 11:00 – 12:30
Wednesday: 11:00 – 3:30
Thursday: 11:00 – 12:30
Friday: N/A
Website: N/A

Tentative Course Schedule

Week	Date	Monday	Wednesday
1	8/12 - 8/16	Syllabus distribution / Course Objectives / Ice Breakers	Religions Text: Point of Departure (p. 1 - 11) Religions & Theorist Overview / TED
2	8/19 - 8/23	Theory Text: Freud 1 (p. 7 - 28) <i>Essay 1 Due - All play</i>	Theory Text: Freud 2 (p. 28 - 46)
3	8/26 - 8/30	Religions Text: Atheism/Agnosticism <i>Essay 2 Due - All play</i>	Religions Text: Christianity 1 (p. 317-335)
4	9/2 - 9/6	Labor Day No Class	Religions Text: Christianity 2 (p. 336-362) <i>Essay 3 Due - All play</i>
5	9/9 - 9/13	Theory Text: Jung 1 (p. 59 - 88) <i>Essay 4 Due</i>	Theory Text: Jung 2 (p. 88 - 98)
6	9/16 - 9/20	Religions Text: Hinduism 1 (p. 12 - 50) <i>Essay 5 Due</i>	Religions Text: Hinduism 2 (p. 50 - 75)
7	9/23 - 9/27	Religions Text: Buddhism 1 (p. 82 - 112) <i>Empirical Paper Review 1 Due</i>	Religions Text: Buddhism 2 (p. 112 - 127)
8	9/30 - 10/4	Unit 1 Recap & Summary Activity	Unit 1 Exam
9	10/7 - 10/11	Theory Text: James 1 (p. 103 - 115) <i>Essay 6 Due</i>	Theory Text: James 2 (p. 115 - 131)
10	10/14 - 10/18	Religions Text: Zen/Aikido 1 (p. 128-139) <i>Essay 7 Due</i>	Religions Text: Zen/Aikido 2 (p. 128-139)
11	10/21 - 10/25	Religions Text: Taoism 1 (p. 196 - 220) <i>Essay 8 Due</i>	Religions Text: Taoism 2 (p. 196 - 220)
12	10/28 - 11/1	Theory Text: Allport 1 (p. 176 - 192) <i>Essay 9 Due</i>	Theory Text: Frankl 1 (p. 223 - 243)
13	11/4 - 11/8	Religions Text: Judaism 1 (p. 271 - 293) <i>Essay 10 Due</i>	Religions Text: Judaism 2 (p. 293 - 316)
14	11/11 - 11/15	Religions Text: Islam 1 (p. 221 - 235) <i>Empirical Paper Review 2 Due</i>	Religions Text: Islam 2 (p.235 - 257)
15	11/18 - 11/22	Religions Text: Primal (p. 365 - 383)	Religions Text: Primal (p. 365 - 383)
16	11/25 - 11/29		
17	12/2 - 12/6	Unit 2 Recap & Summary Activity	Final (Unit 2) Exam Friday Dec. 6, 5:00 pm - 7:00pm

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: 215

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

Degree and Program Name: Bachelor of Science in Education - Health and Physical Education

Present Requirements: The Department of Kinesiology and Physical Education offers a program that leads to the Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education.

The degree program in the Department of Kinesiology and Physical Education prepares students for professional careers in health and physical education (teacher education). The degree program is designed to build concepts and skills appropriate for specific careers through a series of sequenced courses, field experiences, and internships. These concepts and skills include program planning, computer and other technology applications, social diversity and cultural pluralism, appreciation for individual differences, assessment, and professional ethics.

The Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education prepares students to teach health and physical education from pre-kindergarten through 12th grade (P-12). Upon successful completion of the degree program and posting a passing score on the GACE Content Assessment in the area of health and physical education, students are eligible for the T-4 (clear/renewable) teaching certificate from the State of Georgia.

Both the undergraduate and graduate teacher education programs are approved by the Georgia Professional Standards Commission (GaPSC).

SELECTED EDUCATIONAL OUTCOMES

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and

Proposed Requirements: (highlight changes after printing) The Department of Kinesiology and Physical Education offers a program that leads to the Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education.

The degree program in the Department of Kinesiology and Physical Education prepares students for professional careers in health and physical education (teacher education) and potentially, careers in fitness consulting, health clubs, corporate fitness, recreation, coaching, etc. The degree program is designed to build concepts and skills appropriate for specific careers through a series of sequenced courses, field experiences, and internships. These concepts and skills include program planning, computer and other technology applications, social diversity and cultural pluralism, appreciation for individual differences, assessment, and professional ethics.

The Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education prepares students to teach health and physical education from pre-kindergarten through 12th grade (P-12). Upon successful completion of the degree program and posting a passing score on the GACE Content Assessment in the area of health and physical education, students are eligible for the T-4 (clear/renewable) teaching certificate from the State of Georgia. Both the undergraduate and graduate teacher education programs are approved by the Georgia Professional Standards Commission (GaPSC)

SELECTED EDUCATIONAL OUTCOMES

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and

concepts delineated in professional, state, and institutional standards.

2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.

3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.

4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.

2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

3. Majors in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring or modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the development of an adapted case study.

institutional standards.

2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.

3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.

4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.

2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

3. Majors in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring or modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the development of a project designed to determine the relationship between effective planning and instruction and student learning (Impact on P-12 Learning Project) during the clinical practice (student teaching) experience.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The modified narrative and assessments more accurately reflect the current content and practices within the program.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Assessment changes within the program have contributed to these modifications.**

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

Data Sources:

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

Approvals:	
Department Head: <i>M. [Signature]</i>	Date: 10-16-14
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10/16/14
Dean(s)/Director(s): <i>[Signature]</i>	Date: 10/16/14
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 Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4220 Management of Physical Education Programs

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 4220
Credit Hours: 03
Course Title: Management of Physical Education Programs
Pre-requisites: Prerequisite: KSPE 2999
Course Description: A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sports programs in educational and community settings. Studies of psychological and sociological forces affecting participants or physical activity and the developmental approach to instruction including diverse cultures, race, ethnicity, sexual identify, religious diversity, and socio-economics in sports are examined.

Requested:

Course Prefix and Number: KSPE 4220
Credit Hours: 03
Course Title: Management of Physical Education Programs
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sports programs in educational and community settings. Studies of psychological and sociological forces affecting participants or physical activity and the developmental approach to instruction including diverse cultures, race, ethnicity, sexual identify, religious diversity, and socio-economics in sports are examined.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.</p>	
<p>Plans for assessing the effectiveness of the course: Student artifacts and course assessments.</p>	

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/16/14</i>
Dept. Head: <i>M. Smith</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>10/16/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3450 Comprehensive Health Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3450
Credit Hours: 03
Course Title: Comprehensive Health Education
Pre-requisites: Prerequisite: KSPE 2999
Course Description: Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting across elementary, middle, and secondary levels. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed.

Requested:

Course Prefix and Number: KSPE 3450
Credit Hours: 03
Course Title: Comprehensive Health Education
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting across elementary, middle, and secondary levels. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.</p>	
<p>Plans for assessing the effectiveness of the course: Student artifacts and course assessments.</p>	

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/16/14</i>
Dept. Head: <i>M. [Signature]</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>10/16/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3420 Exercise Physiology

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3420
Credit Hours: 03
Course Title: Exercise Physiology
Pre-requisites: Grade of "C" or higher in BIOL 2651. Health and physical education majors' prerequisite: KSPE 2999.
Course Description: An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

Requested:

Course Prefix and Number: KSPE 3420
Credit Hours: 03
Course Title: Exercise Physiology
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.</p>	
<p>Plans for assessing the effectiveness of the course: Student artifacts and course assessments.</p>	

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/16/14</i>
Dept. Head: <i>M. [Signature]</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>10/16/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3411 Human Movement Applications

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3411
Credit Hours: 04
Course Title: Human Movement Applications
Pre-requisites: Prerequisite: KSPE 2999
Course Description: Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

Requested:

Course Prefix and Number: KSPE 3411
Credit Hours: 04
Course Title: Human Movement Applications
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

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Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) <input type="checkbox"/> Improving student learning outcomes: <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: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.	
Plans for assessing the effectiveness of the course: Student artifacts and course assessments.	

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 10/16/14
Dept. Head: <i>M. [Signature]</i>	Date: 10-16-14
Dean/Director: <i>[Signature]</i>	Date: 10/16/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3301 Contemporary Health Issues

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3301
Credit Hours: 03
Course Title: Contemporary Health Issues
Pre-requisites: Prerequisite: KSPE 2999
Course Description: Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional areas as well as many of the other content offerings in the course. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

Requested:

Course Prefix and Number: KSPE 3301
Credit Hours: 03
Course Title: Contemporary Health Issues
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional areas as well as many of the other content offerings in the course. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) <input type="checkbox"/> Improving student learning outcomes: <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: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.	
Plans for assessing the effectiveness of the course: Student artifacts and course assessments.	

Approvals:	
College/Division Exec. Comm.:	Date: 10/16/14
Dept. Head: <i>M. [Signature]</i>	Date: 10-16-14
Dean/Director: <i>[Signature]</i>	Date: 10/16/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3200 Nutrition for Health and Human Performance

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3200
Credit Hours: 03
Course Title: Nutrition for Health and Human Performance
Pre-requisites: Prerequisite or corequisite: KSPE 3420 or permission of instructor. Health and physical education majors must have been admitted into the program and passed KSPE 2999.
Course Description: An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

Requested:

Course Prefix and Number: KSPE 3200
Credit Hours: 03
Course Title: Nutrition for Health and Human Performance
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.</p>	
<p>Plans for assessing the effectiveness of the course: Student artifacts and course assessments.</p>	

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/16/14</i>
Dept. Head: <i>M. [Signature]</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>12/16/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3141 First Aid/CPR and Care and Prevention of Athletic Injuries

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3141
Credit Hours: 03
Course Title: First Aid/CPR and Care and Prevention of Athletic Injuries
Pre-requisites: Prerequisite: KSPE 2999
Course Description: Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation. Designed for health and physical education majors.

Requested:

Course Prefix and Number: KSPE 3141
Credit Hours: 03
Course Title: First Aid/CPR and Care and Prevention of Athletic Injuries
Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.
Course Description: Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation. Designed for health and physical education majors.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.</p>	
Plans for assessing the effectiveness of the course: Student artifacts and course assessments.	

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/16/14</i>
Dept. Head: <i>M. G...</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>10/16/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 3101 Foundations and Technology in Health and Physical Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 3101

Credit Hours: 03

Course Title: Foundations and Technology in Health and Physical Education

Pre-requisites: Prerequisite: KSPE 2999

Course Description: Information relative to the history, principles, important leaders, and philosophical bases of health and physical education. Introduction to the applications of technology usage in health and physical education disciplines, including LiveText software, web research, e-mail, and portfolio creation.

Requested:

Course Prefix and Number: KSPE 3101

Credit Hours: 03

Course Title: Foundations and Technology in Health and Physical Education

Pre-requisites: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head.

Course Description: Information relative to the history, principles, important leaders, and philosophical bases of health and physical education. Introduction to the applications of technology usage in health and physical education disciplines, including LiveText software, web research, e-mail, and portfolio creation.

Semester/Year to be Effective:
spring 2015

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Modifying the pre-requisite will allow the course to be used as an elective within other degree programs.

Plans for assessing the effectiveness of the course: Student artifacts and course assessments

Approvals:	
College/Division Exec. Comm.:	Date: 10/16/14
Dept. Head: <i>M. [Signature]</i>	Date: 10-16-14
Dean/Director: <i>[Signature]</i>	Date: 10/16/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
 Kinesiology and Physical Education

Faculty Member Requesting Revision:
 Mike Griffin

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 KSPE 2020 Lifetime Activities

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 2020
 Credit Hours: 03
 Course Title: Lifetime Activities
 Pre-requisites: Prerequisite: KSPE 2999
 Course Description: Instructional techniques of golf, tennis, pickleball, orienteering, adventure education, rhythms, swimming, and badminton..

Requested:

Course Prefix and Number: KSPE 2020
 Credit Hours: 03
 Course Title: Physical Activity Techniques II
 Pre-requisites: KSPE 2999
 Course Description: Instructional techniques primarily emphasizing middle and secondary physical education activities and related content areas.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) <input type="checkbox"/> Improving student learning outcomes: <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: Course description more accurately reflects the content and activity requirements within the course.	
Plans for assessing the effectiveness of the course: Student artifacts and course assessments.	

Approvals:	
College/Division Exec. Comm.:	Date: 10/16/14
Dept. Head: <i>[Signature]</i>	Date: 10-16-14
Dean/Director: <i>[Signature]</i>	Date: 10/16/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 08/07/2014 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 2010 Fitness and Team Activities

List Current and Requested Revisions:

Current:

Course Prefix and Number: KSPE 2010
Credit Hours: 03
Course Title: Fitness and Team Activities
Pre-requisites: Prerequisite: KSPE 2999
Course Description: Instructional techniques of soccer, speedball, volleyball, Frisbee, tumbling, health-related fitness, and elementary school physical education activities.

Requested:

Course Prefix and Number: KSPE 2010
Credit Hours: 03
Course Title: Physical Activity Techniques I
Pre-requisites: KSPE 2999
Course Description: Instructional techniques primarily emphasizing elementary school physical education activities, health-related fitness, and related content areas.

Semester/Year to be Effective: spring 2015	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) <input type="checkbox"/> Improving student learning outcomes: <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: Course description more accurately reflects the content and activity requirements within the course.	
Plans for assessing the effectiveness of the course: Student artifacts and course assessments.	

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>10/16/14</i>
Dept. Head: <i>M. [Signature]</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>10/16/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 8, 2014

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 08/07/2014

Department Initiating Deactivation:
Kinesiology and Physical Education

Semester & Year to be Effective:
Spring 2015

List of courses (or the program or track) to be deactivated:

KSPE 3330 Health and Physical Education Methods 3-0-3

for Early Childhood and Middle School Teachers

Prerequisite: Appropriate 2999 course. A study of teaching methods and curricular options used to fulfill psychomotor, cognitive and affective objectives in the fields of health and physical education. The three areas of school health (services, environment and instruction) are discussed. Activities that are developmentally appropriate are also studied.

KSPE 3860 Legal Aspects in the Sport Sciences 2-0-2

Designed to give the student understanding and appreciation of the legal aspects of physical education, athletic training, and recreation professions.

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 No longer offered within the department.

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.) Content is now absorbed within other courses in the program.

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>12/14/19</i>
Dept. Head: <i>M. Super</i>	Date: <i>10-16-14</i>
Dean/Director: <i>DM</i>	Date: <i>12/16/14</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

BOARD OF REGENTS POLICY MANUAL REVISIONS
Summaries and Procedural Recommendations
Meeting of August 20, 2014

I. ACADEMIC RENEWAL (BOR Policy 3.5.3)

The USG Policy Review Task Force engaged in a comprehensive review of system-level policy and procedure with the aim of identifying potential enablers or barriers to college completion. One of the recommendations from the task force concerned clarifying current Academic Renewal policy and procedure. In response, an Academic Renewal Policy working group was formed to conduct an in-depth analysis of this policy area.

Academic Renewal is an option for students who, after returning to an institution following a period of absence, request to start a new grade point average. This option provides a "second chance" to students who struggled academically but would like to return and complete their degree. Unfortunately, current Academic Renewal policy and procedure is ambiguous, as its interpretation varies broadly across USG institutions, and is unnecessarily cumbersome to navigate. As a system, we are in an era in which we urge students to return to school and acknowledge that students earn credit from a variety of educational sources. Yet, current Academic Renewal policy and procedure restricts students, limits their choices, and creates an obstacle to those hoping to return to school. As a result, the Academic Renewal Policy working group has made the following policy and procedural recommendations:

Applying for Academic Renewal (AR)

- For AR eligibility, a student must be absent between three (3) years and five (5) years. **The exact period of absence is to be determined by the institution.**
- Students are encouraged to apply for AR as soon as possible at the time of enrollment. The institution can determine the deadline for applying but that deadline cannot be less than one calendar year after enrollment.
- Institutions must determine a process for approving and denying AR applications as well as a process for students to re-apply for AR if they have been denied.
- As a component of the application process, the institution will determine if a student has demonstrated a readiness to return and succeed.
- Institutions should determine if a student is eligible for honors at graduation based on their institutional policies regarding honors graduation.
- Institutions have the option of using AR as part of the admissions process.

Changes Reflected In:

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Sections I and II

Transfer Credit, Transfer Students and Eligibility

- The working group identified two types of students who could be eligible for Academic Renewal:
 - Students being readmitted to a USG institution
 - Must be absent from the home institution for a minimum of three (3) years and a maximum of five (5) years. The exact period of absence should be determined by the institution.
 - Transfer credit taken during the period of absence should be granted according to USG and institutional policy and procedure.
 - Students who are transferring to a USG institution
 - Only coursework taken a minimum of three (3) years and a maximum of five (5) years ago is eligible for Academic Renewal. The exact period of time should be determined by the institution.
 - Transfer credit taken during the period of absence should be granted according to USG and institutional policy and procedure.

Changes Reflected In:

Board of Regents Policy Manual 3.5.3 Grade Point Average Upon Academic Renewal
Academic & Student Affairs Handbook 2.5.1 Academic Renewal Section III.

- If Academic Renewal is granted at one institution, it should be honored at another USG institution.

Change Reflected In:

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Section VIII.

Current VSU form and procedure: <http://www.valdosta.edu/academics/registrar/forms/academic-renewal-form.pdf>

October 29, 2014: VSU Deans Council recommends lowering the absence period from 5 years to 3 years.