

# **VALDOSTA STATE UNIVERSITY**

**ACADEMIC COMMITTEE PACKET**

**ACADEMIC COMMITTEE**

**MONDAY,  
February 10, 2014**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
February 10, 2014

1. Minutes of the January 14, 2014 meeting. (pages 1-2) were approved by email January 22, 2014.
2. **GRADUATE SCHOOL**
  - a. Revised International Applicants requirements (pages 3-7)
3. **COLLEGE OF BUSINESS**
  - a. Revised Admission requirements for the Master of Accountancy degree (pages 8-10)
  - b. New course MBA 7409 (pages 11-18)
4. **LIBRARY SCIENCE**
  - a. Revised Examples of Outcome Assessments for the MLIS degree (pages 19-21)
  - b. Revised course description MLIS 7440 (pages 22-24)
5. **COLLEGE OF ARTS AND SCIENCES**
  - a. New course BIOL 5050 (pages 25-30)
  - b. Committee report to support changes to the BA in Interdisciplinary Studies program (pages 31-33)
  - c. Revised catalog narrative for the BA in Interdisciplinary Studies (pages 34-37)
  - d. Revised degree requirements for the BA in Interdisciplinary Studies (pages 38-41)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. Revised application deadlines for the MSW program (pages 42-44)
  - b. Revised admission requirements for the MSW program (45-49)
  - c. Revised degree requirements for the MED in Reading Education (pages 50-52)
  - d. New course READ 5999 (pages 53-60)
  - e. Revised credit hours for READ 7100 (pages 61-62)
  - f. New course READ 7161 (pages 63-76)
  - g. New course READ 7171 (pages 77-92)
  - h. Revised degree requirements for the MS in Marriage and Family Therapy (pages 93-95)
  - i. New course MFTH 6900 (pages 96-104)
  - j. Revised course description MFTH 6700 (pages 105-107)
  - k. Revised course title and description MFTH 6800 (pages 108-110)
  - l. Revised course title and description MFTH 7050 (pages 111-113)
  - m. Revised course description MFTH 7500 (pages 114-116)
7. **COLLEGE OF THE ARTS**
  - a. Revised degree requirements for the MMP in Music Performance (pages 117-118)
  - b. Revised degree requirements for the MMED in Music Education (pages 119-121)
  - c. New course MUSC 5512 (pages 122-127)
  - d. New course MUSC 5891 (pages 128-133)
  - e. New course MUSC 5893 (pages 134-139)
  - f. New course MUSC 5894 (pages 140-145)
  - g. Revised course number, title, and description MUSC 5511 (pages 146-147). Deactivation MUSC 5510.
  - h. Revised credit hours MUSC 7050 (pages 148-149)
  - i. Revised course description MUSC 7240 (pages 150-152)
  - j. Revised course description MUSC 7340 (pages 153-155)
  - k. Revised course description MUSC 7440 (pages 156-158)
  - l. Revised course description MUSC 7450 (pages 159-161)
  - m. Revised course description MSUC 7640 (pages 162-164)
  - n. Revised course description MUSC 7777 (pages 165-167)
  - o. Revised course description MUSC 7840 (pages 168-170)
  - p. Revised course description MUSC 7940 (pages 171-173)
  - q. Reactivation of MUE 7999 (pages 174-175)
8. **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  
January 13, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 13, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Michael Sanger (Proxy for Dr. Marc G. Pufong), Dr. Kathe Lowney (Proxy for Dr. Dawn Lambeth), Dr. Kristen Johns, Dr. Frank Barnas, Dr. Lorna Alvarez-Rivera, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Katherine Lamb, Dr. Dee Ott (Proxy for Dr. Linda Floyd), Dr. Dee Ott, and Mr. Howard Carrier.

Members Absent: Ms. Denise Atkinson, Dr. Marc Pufong, Dr. Gary Futrell, Dr. Dawn Lambeth, Dr. Jimmy Bickerstaff, Dr. Lars Leader, Dr. Linda Floyd, and Dr. Colette Drouillard.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Nicole Cox, Dr. Carl Cates, Dr. Nanci Scheetz, Ms. Alicia Roberson, Dr. Doug Farwell, Dr. Bob Gannon, Dr. Mark Smith, and Dr. Ray Young

The Minutes of the December 2, 2013 meeting were approved by email on December 20, 2013. (pages 1-3).

**A. College of Education and Human Services**

1. Renaming of the BSED in American Sign Language and Interpreting to American Sign Language and English Interpreting was approved effective Fall Semester 2014. (pages 4-5). \*\*\*Pending BOR notification\*\*\*.
2. Revised prerequisites, American Sign Language Studies (ASLS) 3140, "Linguistics of American Sign Language", (LINGUISTICS AMER SIGN LANG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 6-8).
3. Revised prerequisites, Interpreting (INTP) 3150, "English – ASL Translation", (ENG/ASL TRANSLATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 9-11).
4. Revised prerequisites, American Sign Language Studies (ASLS) 3190, "Fingerspelling, Numbers, and Classifiers", (FINGSPL, NUM & CLSSF – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 12-14).
5. Revised prerequisites and credit hours, Interpreting (INTP) 4010, "Consecutive English to American Sign Language Interpreting", (CONSECUTIVE ENGLISH/ASL – 4 credit hours, 3 lecture hours, 2 lab hours, and 6 contact hours), was approved effective Fall Semester 2014. (pages 15-17).
6. Revised prerequisites, Interpreting (INTP) 4020, "Consecutive American Sign Language to English Interpreting", (CONSECUTIVE ASL/ENGLISH – 4 credit hours, 3 lecture hours, 2 lab hours, and 6 contact hours), was approved effective Fall Semester 2014. (pages 18-20).
7. New course, Psychology (PSYC) 1101H, "Introduction to General Psychology Honors", (CONSECUTIVE ENGLISH/ASL – 3 credit hours, 3 lecture hours, 2 lab hours, and 6 contact hours), was approved effective Fall Semester 2014. (pages 21-23). Deactivation of PSYC 2500H.
8. Revised Learning Outcomes and Assessments for the BSED in Workforce Education – Workforce Training and Development Option was approved effective Fall Semester 2014. (pages 24-26).

**B. College of the Arts**

1. New track for the BFA in Mass Media – Emergent Media and Communication was approved effective Fall Semester 2014. (pages 27-30).

**C. College of Arts and Sciences**

1. New course, Biology (BIOL) 3050, "Spatial Analysis", (SPATIAL ANALYSIS – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2014 with the effective date changed from Spring

2013 to Fall 2014. (pages 31-36).

2. Revised undergraduate graduation requirements were approved effective Fall Semester 2014 by a vote of 8-Yes, 2-No, and 3-abstention – Graduation Requirements for Undergraduates – Students must also earn a “C” or better in ENGL 1101/1101H and ENGL 1102/1102. (pages 37-39).
3. Revised catalogue copy for the Core Area A1 was approved effective Fall Semester 2014. (pages 40-42).
4. Revised prerequisites, English (ENGL) 1102H, “Honors Composition II”, (HONORS COMPOSITION II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 43-45).
5. Revised prerequisites, English (ENGL) 1102, “Composition II”, (COMPOSITION II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 46-48).
6. Revised prerequisites, English (ENGL) 2060, “Introduction to Literature”, (INTRO TO LITERATURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 49-51).
7. Revised prerequisites, English (ENGL) 2080, “Grammar and Style”, (GRAMMAR AND STYLE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 52-54).
8. Revised prerequisites, English (ENGL) 2111, “World Literature I”, (WORLD LIT I: THE ANCIENT WORLD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 55-57).
9. Revised prerequisites, English (ENGL) 2111H, “Honors World Literature I”, (HONRS WRLD LIT: THE ANCIENT WRD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 58-60).
10. Revised prerequisites, English (ENGL) 2112, “World Literature II”, (WRLD LIT II: THE AGE DISCVRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 61-63).
11. Revised prerequisites, English (ENGL) 2112H, “Honors World Literature II”, (HON WRLD LIT II: AGE DISCVRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 64-66).
12. Revised prerequisites, English (ENGL) 2113, “World Literature III”, (WRLD LIT III:DVLPMT MOD THOUG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 67-69).
13. Revised prerequisites, English (ENGL) 2113H, “Honors World Literature III”, (HON WRLD LIT III:DVLP MOD THOU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 70-72).

Respectfully submitted,

Stanley Jones  
Registrar

RECEIVED

NOV 12 2013

**REQUEST FOR A REVISED CATALOGUE COPY**

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

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 9

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

Degree and Program Name: N/A

**Present Requirements:** INTERNATIONAL APPLICANTS

Valdosta State University welcomes applications from international students. At VSU, international students are defined as citizens of countries other than the United States who require a valid visa in order to study in the US. International students who require a visa are not eligible for non-degree or irregular admission. Please note: online programs do not qualify for issuance of an I-20 student visa per Department of Homeland Security guidelines. To be considered for admission, international students must submit the following materials to:

The Graduate School  
1500 N. Patterson Street  
Valdosta State University  
Valdosta, GA 31698-0005 USA

1. A completed Graduate Application for Admission/Readmission and application fee. Applications may be submitted online. Visit <http://www.valdosta.edu/academics/graduateschool/> and click on Apply Online. International applicants who are unable to submit the application fee online may submit a paper application. To obtain a paper application, international applicants may request a paper application from the Graduate School at <http://www.valdosta.edu/academics/graduate-school/> or in writing.
2. A course-by-course evaluation of international transcripts conducted by an international education evaluation service in the USA must be completed. Web site links for this service may be obtained through the Graduate School or Office of International Programs. Fees for this service are to be paid by the applicant. Official original language transcripts are not required by

**Proposed Requirements:** (highlight changes after printing) INTERNATIONAL APPLICANTS

Valdosta State University welcomes applications from international students. At VSU, international students are defined as citizens of countries other than the United States who require a valid visa in order to study in the US. International students who require a visa are not eligible for non-degree or irregular admission. Please note: online programs do not qualify for issuance of an I-20 student visa per Department of Homeland Security guidelines. To be considered for admission, international students must submit the following materials to:

The Graduate School  
1500 N. Patterson Street  
Valdosta State University  
Valdosta, GA 31698-0005 USA

1. A completed Graduate Application for Admission/Readmission and application fee. Applications may be submitted online. Visit <http://www.valdosta.edu/academics/graduateschool/> and click on Apply Online. International applicants who are unable to submit the application fee online may submit a paper application. To obtain a paper application, international applicants may request a paper application from the Graduate School at <http://www.valdosta.edu/academics/graduate-school/> or in writing.
2. A course-by-course evaluation of international transcripts conducted by an international education evaluation service in the USA must be completed. For a list of potential evaluation services, please visit: <http://www.valdosta.edu/iss/transferring-procedures.php>. Fees for this service are to be paid by the applicant. Official original language

the Graduate School. Some academic programs require the official original language transcripts. Please check program requirements for each program's policy.

3. Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or proof of having completed ELS Language Centers' level 109.

Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0. Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

4. Applicants should select the appropriate entrance examination from the options available for their degree program. All programs do not accept all tests. Visit the Degrees and Programs page to see if test scores are necessary for your program and, if so, which tests are required: <http://www.valdosta.edu/academics/graduate-school/our-programs/>. The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT) scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE), the Graduate Management Admissions Council (GMAT), or Pearson Publishers (MAT). Valdosta State University reserves the right to verify or validate all information submitted for consideration for admission into graduate study. Validation may include the submission of additional standardized admissions test scores. Information on the administration of these tests is available from US embassies, from American Cultural Centers, or online at <http://www.gre.org>, <http://www.mba.com>, or <http://www.milleranalogies.com>.

5. A completed Certificate of Finances statement guaranteeing that the student will have \$22,207 US (for nine months) available for

transcripts are not required by the Graduate School. Some academic programs require the official original language transcripts.

Please check program requirements for each program's policy.

3. Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), completion of Level 6 at VSU's English Language Institute with a B average or better, or proof of having completed ELS Language Centers' level 112.

Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0. Please note: the M.B.A. program only accepts TOEFL scores. Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

4. Applicants should select the appropriate entrance examination from the options available for their degree program. All programs do not accept all tests. Visit the Degrees and Programs page to see if test scores are necessary for your program and, if so, which tests are required: <http://www.valdosta.edu/academics/graduate-school/our-programs/>. The Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT) scores are considered official when they are sent directly to the Graduate School from the Educational Testing Service (GRE), the Graduate Management Admissions Council (GMAT), or Pearson Publishers (MAT). Valdosta State University reserves the right to verify or validate all information submitted for consideration for admission into graduate study. Validation may include the submission of additional standardized admissions test scores. Information on the administration of these tests is available from US embassies, from American Cultural Centers, or online at <http://www.gre.org>, <http://www.mba.com>, or

personal and educational expenses. The Certificate of Finances form is available from the Graduate School. Visit <http://www.valdosta.edu/academics/graduate-school/our-programs/graduate-application-related-forms.php>.

#### 6. Supplemental Materials

Many degree programs on campus have supplemental application requirements. Examples include but are not limited to: recommendations, letters of support, Ed.D. Letter of Support Form, Ed.S. Letter of Assurance Form, written statements, goal statements, essays, résumés, and more. Applicants should refer to the admission requirements for their program for specific requirements. Required forms are available at <http://www.valdosta.edu/academics/graduate-school/our-programs/graduate-applicationrelated-forms.php>.

#### 7. Medical Form

The VSU Medical Form, also known as the Certificate of Immunization or Health Form, must be completed and signed by the applicant. The completed form must be received before enrollment. The Certification of Health Care provider section must be completed and signed by a health official and must include dates of immunization, dates of the diseases, or date of immune titer. The student must complete the Student Information Section and sign the second page of the document. Immunization records from other institutions are accepted; however, VSU's form with the student information, along with signature, must be submitted. Former and current VSU students are exempt from submitting this document.

When all requirements are received, the academic program will evaluate the applicant's credentials and render an admission decision. The applicant will be notified of the University's decision by mail and, if admitted, will be issued an I-20 immigration form. This form must be taken to the nearest US embassy or consular office, which will issue a visa for entry to the United States. Because of Homeland Security guidelines, student visas cannot be issued for online programs. Individuals living and working in the US whose visa status permits graduate enrollment and who do not require a student visa may be considered for admission. For further instructions on the visa process, please consult the

<http://www.milleranalogies.com>.

5. A completed Certificate of Finances statement guaranteeing that the student will have \$34,895\* US (for nine months) available for personal and educational expenses for the 2013-2014 school year. The Certificate of Finances form is available from the Graduate School.

\*Please note: the amount necessary for the Certificate of Finances changes based on current tuition rates. For the current academic year, please view the Certificate of Finance form at  
<http://www.valdosta.edu/iss/forms/graduatecof.pdf>.

#### 6. Supplemental Materials

Many degree programs on campus have supplemental application requirements. Examples include but are not limited to: recommendations, letters of support, Ed.D. Letter of Support Form, Ed.S. Letter of Assurance Form, written statements, goal statements, essays, résumés, and more. Applicants should refer to the admission requirements for their program for specific requirements. Required forms are available at <http://www.valdosta.edu/academics/graduate-school/our-programs/graduate-applicationrelated-forms.php>.

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The VSU Medical Form, also known as the Certificate of Immunization or Health Form, must be completed and signed by the applicant. The completed form must be received before enrollment. The Certification of Health Care provider section must be completed and signed by a health official and must include dates of immunization, dates of the diseases, or date of immune titer. The student must complete the Student Information Section and sign the second page of the document. Immunization records from other institutions are accepted; however, VSU's form with the student information, along with signature, must be submitted. Documents submitted to satisfy immunization requirements must be in English or a translation must be provided. Former and current VSU students are exempt from submitting this document.

When all requirements are received, the academic program will evaluate the applicant's credentials and render an admission decision.

International Programs website:  
<http://www.valdosta.edu/iss>.  
Additional information on international student admissions to the Graduate School at Valdosta State University is available from the Center for International Programs, Valdosta State University, Valdosta, GA 31698, USA.

The applicant will be notified of the University's decision by mail and, if admitted, will be issued an I-20 immigration form. This form must be taken to the nearest US embassy or consular office, which will issue a visa for entry to the United States. Because of Homeland Security guidelines, student visas cannot be issued for online programs. Individuals living and working in the US whose visa status permits graduate enrollment and who do not require a student visa may be considered for admission. For further instructions on the visa process, please consult the International Programs website:  
<http://www.valdosta.edu/iss>.  
Additional information on international student admissions to the Graduate School at Valdosta State University is available from the Center for International Programs, Valdosta State University, Valdosta, GA 31698, USA.

**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 Updating admissions procedures/requirements for International Students.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Feedback from International Programs and the English Language Institute.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Assessment of the retention rate and graduation rate of International Students.**



<b>Approvals:</b>		
Department Head:	<i>J. T. J. Ph</i>	Date: 11/13/13
College/Division Exec. Committee:	<i>J. T. J. Ph</i>	Date: 11/13/13
Dean(s)/Director(s):	<i>J. T. J. Ph</i>	Date: 11/13/13
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Ph</i>	Date: 1/31/14
Graduate Dean: (for grad program)	<i>J. T. J. Ph</i>	Date: 1/31/14
Academic Committee:		Date:

Form last updated: January 6, 2010

Orig. rec'd 11-22-13  
G.S.

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:**  
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-accountancy.php>

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

**Degree and Program Name: Master of Accountancy**

**Present Requirements:**

- Must hold a bachelor's degree from a regionally- accredited institution
- An undergraduate degree in accounting is not required for admission, but each MAcc course has one or more prerequisites. Applicants without an undergraduate accounting degree must complete certain VSU courses (see Important Program Information section for a list of the courses) with a grade of "C" or better, or complete equivalent courses at an AACSB accredited school of business.
- Applicants must receive a minimum of 950 points on the College of Business Administration Admission Formula (see Important Program Information to view the Formula)
- Minimum grade-point average of 2.50 on all attempted undergraduate coursework in which a letter grade was awarded.
- Minimum GMAT requirement: 400.

**Proposed Requirements:** (highlight changes after printing)

- Must hold a bachelor's degree from a regionally- accredited institution
- An undergraduate degree in accounting is not required for admission, but each MAcc course has one or more prerequisites. Applicants without an undergraduate accounting degree must complete certain VSU courses (see Important Program Information section for a list of the courses) with a grade of "C" or better, or complete equivalent courses at an AACSB accredited school of business.
- Applicants must receive a minimum of 950 points on the College of Business Administration Admission Formula (see Important Program Information to view the Formula)
- Minimum grade-point average of 2.50 on all attempted undergraduate coursework in which a letter grade was awarded.
- Minimum GMAT requirement: 400. GMAT is waived if the undergraduate GPA is 3.50 or higher from an AACSB accredited college of business, or the applicant has passed all parts of the Certified Public Accountant examination.

**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 Undergraduate GPA of 3.50 or above has indicated successful completion of the MAcc degree.

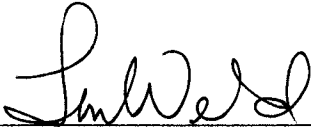
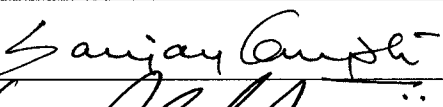


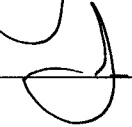
**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Since the program began in fall 2010, 26 students with a GPA of 3.50 or higher have been admitted. All (100%) successfully completed the degree.**

**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.) **Track completion rates.**

<b>Approvals:</b>		
Department Head:		Date: 11/19/13
College/Division Exec. Committee:		Date: 11/19/13
Dean(s)/Director(s):		Date: 11/19/13
Graduate Exec. Comm.: (for grad program)	 T. J. PA	Date: 2-3-14
Graduate Dean: (for grad program)	 T. J. PA	Date: 2-3-14
Academic Committee:		Date:

Form last updated: January 6, 2010

**RECEIVED**

**REQUEST FOR A NEW COURSE**  
Valdosta State University

NOV 22 2013

**Date of Submission:** 8/22/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**

**Faculty Member Requesting:**

Zulal Sogutlu Denaux

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MBA7409

**Proposed New Course Title:**

International Business and Culture

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Intl Business and Culture

**Semester/Year to be Effective:**  
Summer 2014

**Estimated Frequency of Course Offering:**  
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.) A study abroad course that promotes a greater understanding of international business practices and fosters cross-cultural understanding through visiting many international companies, domestic companies operating globally, financial institutions, and places of cultural and historical significance.

**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 current MBA program does not offer a class to increase MBA students' global awareness and understanding of other cultures through a study abroad endeavor. The future global leaders must be more knowledgeable of other cultures, more understanding of different economic and political systems, and more aware of the world around them to be more effective in the global economy.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Maintenance of accreditation requires a significant international component and the proposed course is integral to fulfilling the requirement.

Other:

**Source of Data to Support Suggested Change:**

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MBA programs in the United States offer graduate

level classes in a foreign country. To train future global leaders, the VSU MBA program needs a graduate class that can be offered overseas.

**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.) company visits, tests, presentations, and projects.
- Other:

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

Approvals:		
Dept. Head:	<i>Neil Schnoka</i>	Date: 11-19-13
College/Division Exec. Comm.:	<i>Saviana Cuyah</i>	Date: 11/19/13
Dean/Director:	<i>J. W. [Signature]</i>	Date: 11/19/13
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 2-3-14
Graduate Dean: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 2-3-14
Academic Committee:		Date:

Form last updated: January 6, 2010

**Valdosta State University**  
**Department of Marketing and Economics**  
**MBA 7409 –International Business and Culture**  
**Dr. Zulal Sogutlu Denaux**

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<b>Office:</b>	TBA
<b>E-mail:</b>	<a href="mailto:zsdenaux@valdosta.edu">zsdenaux@valdosta.edu</a>
<b>Class Time:</b>	9.00am-11.50am, Monday-Thursday
<b>Class Location:</b>	TBA
<b>Office hours:</b>	Any day between 8am-5pm
<b>Credit Hours:</b>	3
<b>Pre-Requisite:</b>	None
<b>Course Webpage:</b>	<a href="http://blazeview.valdosta.edu/webct/logonDisplay.doweбct">http://blazeview.valdosta.edu/webct/logonDisplay.doweбct</a>

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**Course Description:**

This course is specifically designed as an opportunity for students to gain experiences abroad that promote a greater understanding of international business practices and foster cross-cultural understanding through visiting many international companies and domestic companies operating globally, financial institutions, as well as, places of cultural and historical significance. The class involves students and faculty traveling together to the chosen foreign country. This study abroad endeavor gives students the chance to network with different companies and business executives operating globally in the particular foreign country chosen. This class also gives students a chance to immerse themselves into a different culture and lifestyle first hand.

**General Course Learning Objectives:**

This course develops further several of the objectives of VSU (General Educational Outcomes, VSU), of the Langdale College of Business Administration (MBA Learning Objectives, LO):

1. Students will be able to identify and demonstrate knowledge of basic international business factors and related concepts– VSU:1 ; LO:1,5;
2. Students will gain a greater understanding of other cultures to facilitate their ability to adapt internationally. – VSU:3, 5; LO: 2;
3. Students will be able the analyze and critically evaluate from oral written, and visual materials – VSU: 7; LO: 2,3,6;
4. Students will gain basic business skills, knowledge, understanding of different economic and political systems to effectively operate in an international environment – VSU:7 ; LO: 2, 5;

The general course learning objectives are assessed by using exams, company analysis, and photo gallery project presentation.



## **MBA LEARNING GOALS**

MBA students will be:

1. Competent in the business disciplines, using appropriate accounting, marketing, economics, quantitative methods, organizational behavior, finance, or production knowledge and tools to make a business decision in that functional area.
2. Critical thinkers, using concepts from strategic management to integrate relevant information, decision-making techniques, and concepts from multiple business functions to make decisions in new or unpredictable environments.
3. Effective communicators, using information technology and oral and written skills to enhance decision making through better communication.
4. Proficient in making ethical and legal decisions, recognizing cultural differences in the legal and ethical implications of business decisions.
5. Globally cognizant, identifying management issues in a global environment with disparate business views and culturally diverse customers and employees.
6. Team players and leaders, demonstrating the team and leadership skills needed to make a business decision.

### **Class Preparation and Participation:**

The students are expected to come to class prepared and to participate actively. Credit is only given for completed work, should homework be taken up. Sloppy papers will be returned to the student without credit. Participation is not limited to class participation. The participation will involve our discussions (around breakfast) and activities (guest lectures, company visits, field trips, tour guides or conversations that you may have with the natives). Participation will also deal with how you spent your free time in Istanbul.

### **Class Attendance:**

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. In compliance with the Center for International Programs policy, students will have their final grade dropped by one letter grade for each unexcused absence from a class or a field trip. An absence can only be excused by the program director.

### **Classroom Accommodations**

Students requesting classroom accommodations or modifications because of a documented disability must communicate with the instructor before the beginning of the program

### **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 material and or messages.

### **Structure of Exams**

Each exam is composed of multiple choice and essay questions; however, most of the points will come from the essay type of questions. Both midterm exam 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 operation of international business. The exams will contain information covered in class presentations and discussions, assigned readings, and assigned in-class exercises. Since the final exam is cumulative, the materials covered after the first in-term exam (and thus not previously tested) will be given more weight in the final exam.

### **Company Analysis:**

Student is required to write a paper on one of the companies visited in foreign country. The company analysis must include the following steps:

1. **Background information:** industry, organization, products, history, competition, financial information, and anything else of significance.
2. **Specific (functional) area of interest:** marketing, finance, operations, human resources, or integrated.
3. **How the company operates:** international, domestic, or both.
4. **Identify the company's internal strengths and weaknesses.**
5. **Barriers to Exchange:** monetary, international, tariffs, import quotas, etc. the company faces on the international and domestic frontier.
6. **Conclusion:**

### **Daily Journal- Business Differences**

Each day, you will need to make an entry where you write about at least three differences daily doing business in foreign country compared to doing business in the US. These differences should be described in your written journal daily. This will help you improve and focus your observational and analytical skills, and provide material for discussion in class. The journal should reflect your experiences, observations, and insights related to Turkish business environment. I expect a good portion of your free time to spent experiencing Turkish business life such as shopping. Each entry should be maximum one page and must be emailed to me through BlazeView.

### **Photo Gallery Project**

To improve the understating of doing business in foreign country, you will be responsible for preparing a brief presentation of pictures and explanations of what you saw and learned while traveling and studying in foreign country. Maintain a journal or other documentation along with pictures of what you observe at businesses and places of cultural significance visited during the trip to use for your presentation. Note what you expected, how you felt about your observations, and what you learned about the effect of culture (history, religion, environment, etc) on how individuals and businesses interact internationally. Evaluate similarities and differences from

business operations in the United States and other countries you may have experienced, including the different risks, challenges, and opportunities that are faced. Summarize how this experience affected your perceptions and how this will benefit your business career in an increasingly global environment.

You will present in groups of two – each person should have a partner to work on the project with. On an assigned day of the week, assigned group will present their topic to the class. Each presentation should take no more than 10-15 minutes and should include appropriate presentation aids.

**Grade Distribution:**

- 10% Class Participations
- 20% Midterm Exam
- 20% Company Analysis
- 15% Daily Journal
- 25% Photo Gallery Project
- 10% Final Exam

**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.

## Course Schedule

- Lecture 1:** Introduction to Class  
Introduction to International Business  
Geography & Location, Historical, Political and Economic Importance of Country
- Lecture 2:** International Trade Theory  
The Political Economy of International Trade  
Economic Integration
- Lecture 3:** **“The Central Bank Visit”**
- Lecture 4:** **“Company Visit”**
- Lecture 5:** The Foreign Exchange Market  
Foreign Direct Investment  
Understanding the International Monetary System  
Balance of Payment
- Lecture 6:** May 29 **“Company Visit”**
- Lecture 7:** Midterm Exam
- Lecture 8:** **Company Visit**
- Lecture 9:** **Stock Exchange**
- Lecture 10:** Class Presentations
- Final Exam:**

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NOV 22 2013

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 134

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

Degree and Program Name: MLIS Master of Library and Information Science

**Present Requirements:** EXAMPLES OF OUTCOME ASSESSMENTS  
 To qualify for graduation, each candidate will demonstrate acceptable performance in all program assessments as well as compliance with all other requirements for graduation imposed by the program and the Graduate School. The following are examples of program assessments:

1. the Applied Library Experience Notebook...

**Proposed Requirements:** (highlight changes after printing) EXAMPLES OF OUTCOME ASSESSMENTS  
 1. the Applied Library Experience Notebook...  
 (this change is to delete the sentences in the box to the left to bring MLIS Program catalog copy into alignment with descriptions of other graduate programs in the Graduate Catalog)

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Align description of MLIS Program outcome assessments with descriptions of other graduate program outcomes assessments sections in the same catalog. Current text does not follow Graduate School standard for program descriptions.


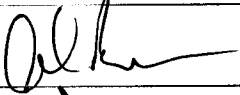
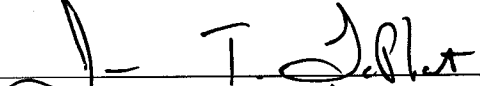
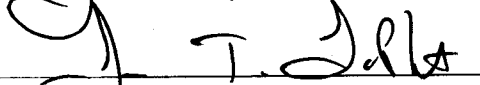
**Source of Data to Support Suggested Change:**

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

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

<b>Approvals:</b>	
Department Head: 	Date: 21 Nov 2013
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): 	Date: 11/20/13
Graduate Exec. Comm.: (for grad program) 	Date: 1-31-14
Graduate Dean: (for grad program) 	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 6, 2010

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Request for a Revised Course  
Valdosta State University

DEC 13 2013

Date of Submission: 11/18/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Department Initiating Revision:  
MLIS

Faculty Member Requesting Revision:  
Ondrusek

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
MLIS 7440

List Current and Requested Revisions:

**Current:**  
Course Prefix and Number: MLIS 7440  
Credit Hours: 3  
Course Title: Electronic Resources in Libraries  
Pre-requisites: MLIS 7000 or consent of instructor  
Course Description: Policies and procedures for managing electronic information resources as part of a library collection. Selection, budgeting, acquisitions, cataloging, assessment, copyright, licensing, and preservation are considered.

**Requested:**  
Course Prefix and Number: MLIS 7440  
Credit Hours: 3  
Course Title: Electronic Resources in Libraries  
Pre-requisites: MLIS 7000 or consent of instructor.  
Course Description: Policies and procedures for managing electronic information resources as part of a library collection. Selection, budgeting, acquisitions, ~~cataloging~~, assessment, copyright, licensing, and preservation are considered.

Semester/Year to be Effective:  
FALL 2014

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. 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: Aligning course description in catalog more closely with course content. Cataloging of electronic resources is covered in other courses and so no longer covered in this elective.



**Plans for assessing the effectiveness of the course:** current assessments will continue to be applied.

Approvals:	
College/Division Exec. Comm.:	Date: 9/20/13
Dept. Head: <i>William K</i>	Date: 11/20/13
Dean/Director: <i>Al</i>	Date: 11/20/13
Graduate Exec. Comm.(if needed): <i>J - T J. P. A</i>	Date: 1-31-14
Graduate Dean (if needed): <i>J - T J. P. A</i>	Date: 1-31-14
Academic Committee:	Date:

Form last updated: November 18, 2013

**RECEIVED**

DEC 10 2013

**REQUEST FOR A NEW COURSE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 08/05/2013 (mm/dd/yyyy)

**Department Initiating Request:**

Biology

**Faculty Member Requesting:**

Corey Devin Anderson

**Proposed New Course Prefix & Number:**

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

BIOL 5050

**Proposed New Course Title:**

Spatial Analysis

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Spatial Analysis

**Semester/Year to be Effective:**

Spring 2013

**Estimated Frequency of Course Offering:**

Annual

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

**Lecture Hours:** 3

**Lab Hours:** 3

**Credit Hours:** 4

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission to the graduate program. Recommended: BIOL 5000. A survey of key concepts and methods for the statistical analysis of spatial data sets, designed for environmental and life sciences but open to all relevant disciplines.

**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: Outcome 1. The course will provide training in the statistical analysis of data.

Adopting current best practice(s) in field: Recent advances in ecology (and many other disciplines in the sciences and social sciences) have largely been driven by the application of spatially explicit statistical methods, yet few researchers have formal training in this realm. The present course will provide students with an analytical toolkit that will make them a valuable commodity in academics and industry.

Some overlap exists between the present course and GEOG 4710 (Statistics for Geoscientists); however, the purview of the present course extends beyond geostatistics.

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.)

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

**Data Sources:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>Robert Brown</i>	Date: <i>10-3-13</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>12/9/13</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>12/9/13</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Pla</i>	Date: <i>1-31-14</i>
Graduate Dean: (for graduate course):	<i>J. T. J. Pla</i>	Date: <i>1-31-14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

# Biology 5050: "Spatial Analysis"

**Instructor: Corey Devin Anderson, Ph.D.** (Preferred salutation: "Dr. Anderson")

**Lecture location: TBA**

Day and time: TBA

Lab location: TBA

Day and time: TBA

**Final Exam: TBA**

**Office: 1208 Bailey Science Center**

Office Hours: TBA\*

Email: [coreanderson@valdosta.edu](mailto:coreanderson@valdosta.edu)

\*Policy on appointments and drop-ins: I always prefer that students come to office hours, use e-mail, or make an appointment; if these avenues are not feasible, unscheduled drop-ins are permitted (if I am available).

## **Course description:**

*A survey of key concepts and statistical methods for the statistical analysis of spatial data, designed for environmental and life sciences but open to all relevant disciplines. The course is intended to complement existing courses in Geographic Information Systems (GIS) and biostatistics, which do not cover the statistical analysis of spatially dependent data.*

*Some overlap exists between the present course and GEOG 4710 (Statistics for Geoscientists); however, the purview of the present course extends beyond geostatistics.*

*The lecture part of the course explores the basic theory and equations underlying the various statistical methods/models, supplemented by examples from the scientific literature and outside readings from a textbook. Mastery of lecture concepts will be assessed via three in-class unit examinations and five problem sets. The laboratory part of the course is intended to extend and reinforce the methods presented in lecture by providing hands on experience and assistance with data acquisition and analysis.*

## **Standards**

Education outcomes for MS Degree in Biology: 2

Topics covered:

- Introduction to spatial processes and patterns.
- Data structures, coordinate systems, and map projections.
- Spatial variance, covariance, and autocorrelation.
- Scattered Data analysis.
  - Spatial autocorrelation functions and correlograms: Moran's I, Geary's c, Join-count analysis, Mantel test.
  - Variography and interpolation.
  - Modeling and removing autocorrelation.
- Nonstationarity and local spatial statistics.
  - LISAs, Local Geary's c, Getis-Ord statistics.
- Anisotropy analysis.
- Contiguous unit analysis.
  - Quadrat variance/covariance analysis; spectral and wavelet analysis.
- Point pattern analysis.
  - Dispersion indices; nearest-neighbor analysis; second-order analysis (Ripley's K function).
- Boundary and cluster analysis.
  - Wombling, agglomerative clustering, K-means clustering.

### **Book**

Required text:

- 1) *Spatial Analysis A Guide for Ecologists* by Marie-Josée Fortin and Mark Dale; the publisher is Cambridge University Press.

### **Computing**

Access to a PC with a Windows operating system is required for this course. Apple Macintosh computers may be used, but are limited to command line and batch modes for some of the software we will be using.

You will need to download the following freeware:

- PASSaGE 2
  - <http://www.passagesoftware.net/download.php>

This and other software required for the course will be available in the Biology Computing Center.

### **Grading**

Because the point distribution for most classes is not normally distributed, I use a nonparametric grading system, based on ranks, where the median grade in the class determines the "C". In other words, graduate students will be evaluated based on how well they perform relative to other graduate students in the class. For overlapping tasks with undergraduates (i.e., exams and problem sets) I also consider where graduate students fall relative to the entire class distribution; in general, I expect graduate students to perform at a higher level than undergraduates.

There are a total of 700 points that can be earned in this course: 300 points from lecture exams, 300 points from problem sets, and 100 points from literature summaries.

- The unit exams are worth 100 points each. The third unit exam will be on the date of the final.
- There will be (at least) five problem sets (worth 60 points each). Late problem sets will be docked 5 points/day.
- Graduate students will be required to read and summarize five specified methodological papers. Each summary is worth 20 points, for a total of 100 possible points.

### **Cheating policy**

Do not cheat on an exam. You will receive a zero on the exam and will be reported to the Office of Student Affairs.

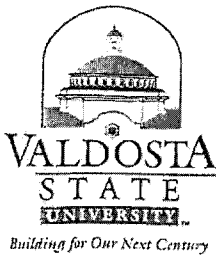
### **Cell phone and computer policy**

Please turn your cell/smart phones off (or on silent) when you enter the classroom. If you want to use your computer in class you will need special permission. Cell/smart phones are strictly prohibited during exams; any student who has a cell/smart phone out during an exam will receive a zero on that exam.

### **Students with disabilities**

Students requiring classroom or testing accommodations because of documented disabilities should discuss their needs with the instructor at the beginning of the semester.





## MEMORANDUM

December 9, 2013

TO: Dr. David Danahar, Interim Provost and VPAA  
FROM: Dr. Connie Richards<sup>CR</sup>, Dean, College of Arts and Sciences  
SUBJ: Recommended Changes to Interdisciplinary Studies Program

At your request, Dr. Fred Downing, who assumed on an interim basis the administrative duties of the Interdisciplinary Studies program this past fall, has met with a faculty committee throughout the semester with the purpose of recommending changes to the Interdisciplinary Studies program by the end of this semester. The members of the committee are: Dr. Fred Downing, Philosophy and Religious Studies; Dr. Norman Earls, Communication Arts; Dr. Heather Kelley, Psychology; Dr. Rey Martinez, ACED; Dr. Roger McIntyre, Criminal Justice; and Dr. Ellen Curry Stevens, College of Business. These faculty members represent the disciplines most often used by students in the program.

I have reviewed the committee's recommendations and fully support the changes that they propose. If you also agree with their recommendations, we can continue to move forward on two fronts: (1) advertising for a director of Interdisciplinary Studies spring semester, a new position, and (2) forwarding the proposed changes to the program through the academic channels.

cc: Dr. Fred Downing

### Office of the Dean

College of Arts & Sciences

Location Hugh C. Bailey Science Center • Room 1036 • Address 1500 N. Patterson St. • Valdosta, GA 31698-0010  
Phone 229 333.5699 • Fax 229 333.7389 • Web [www.valdosta.edu/cas/](http://www.valdosta.edu/cas/)

A Regional University of the University System of Georgia & an Equal Opportunity Institution

MEMORANDUM

**DATE:** December 9, 2013

**TO:** Dr. Connie Richards, Dean, College of Arts & Sciences

**FROM:** Frederick L. Downing, Chair  
Interdisciplinary Studies Committee

**RE:** Suggested Changes for the Interdisciplinary Studies Program

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Dr. Richards,

Please find an attached committee report on suggested changes for the Interdisciplinary Studies Program. I have also enclosed possible "catalogue copy" for the new program.

FLD

## **Committee Recommendations on the Interdisciplinary Studies Program**

**(Interdisciplinary Studies Committee: Fred Downing, Chair; Norman Earls, Heather Kelley; Rey Martinez; Roger McIntyre; Ellen Curry Stevens)**

1. The committee found the Interdisciplinary Studies Program at Valdosta State University to be a viable program which should continue to have the status of a "stand alone" unit within the College of Arts and Sciences.
2. It should be administered by a director who teaches the two seminars of the program and who advises and counsels the students of the major.
3. The first suggested change is the merger of the two current tracks.
4. The second change should be to take out the references to the "military" and emphasize that the new program is now open to all students.
5. In order to open the program to more students, the 2.0 GPA requirement of the university should become the standard for the program. This will immediately increase the size of the program by approximately 20-30 students to approximately 150 majors.
6. The program should have an honors option which includes 6 hrs of foreign language, and the requisite honors classes and GPA.
7. In keeping with the individualized nature of this educational program, Area F should be changed to become a "student designed" module with the required courses chosen in cooperation with the director.
8. The committee recommends that in order to accentuate the interdisciplinary emphasis of the program, the term "concentration" should be changed to "discipline," and that the student be given the option of building a program using either two or three "disciplines."
9. If the student chooses two disciplines, then the suggested structure would be 21 hrs each with 9 hrs of free electives. If the student chooses three disciplines, then the structure should be 15 hrs each with 6 hrs of free electives. The senior college curriculum would then be comprised of the 51 hrs of interdisciplinary and elective courses plus a 9 hr major core retained from the earlier program. This major core would include courses on research, writing, and the senior seminar.
10. The committee also recommends that the university continue to enhance this program through funding and advertising, and that in future years other options be planned such as the possibility of set programs in areas like health care ethics or business ethics. In addition, to meet the needs of a diverse student population the committee recommends that the university continue to explore other possibilities of programs that are more flexible than the interdisciplinary model.

**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: 99-101

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 08/2014

Degree and Program Name: BA, Interdisciplinary Studies

**Present Requirements:**

There are two tracks within the Interdisciplinary Studies degree program.

Track One meets the specific needs of adult students who have been away from school for a period of time but who wish to return and complete a degree. Students can enter Track One of the program with course credits obtained at VSU or other schools, in military training programs, or through certain standardized tests. Admission to Track One is based on the following eligibility requirements: Students must either (a) be in the military on active duty, or (b) document a continuous two-year period in which they were working full-time and not taking university courses.

Track Two allows students to build an interdisciplinary program from the ground up, offering an opportunity to explore vital connections among disciplines that will lead to exciting and far ranging results. It is often at the intersection of disciplinary boundaries that new work is being done, which will have substantial benefits to the individual pursuing these studies as well as to society, where broad thinkers who can synthesize disparate materials are usually welcome. For the student who has a desire to develop a more personalized educational program, one that moves beyond the boundaries of the traditional major, the Bachelor of Interdisciplinary Studies, Track Two, is the place to begin exploration and conversation. Faculty advisors from appropriate departments of the University provide curriculum guidance. Working closely with both the Interdisciplinary Studies Track Two Coordinator and faculty advisors, students prepare individual programs of study consistent with their own plans and

**Proposed Requirements:** (highlight changes after printing)

Valdosta State University offers a program of study in Interdisciplinary Studies which leads to a Bachelor of Arts degree. Open to all students, the program allows flexibility in building a course of study which matches individual interests and goals. In creating a program of study, students build an interdisciplinary program from the ground up, offering an opportunity to explore vital connections among disciplines that will lead to exciting and far-ranging results. It is often at the intersection of disciplinary boundaries that new work is being done, which will have substantial benefits to the individual pursuing these studies as well as to society where individuals who can synthesize disparate materials can potentially make important contributions. For the student who has a desire to develop a more personalized educational program that moves beyond the traditional major, the Interdisciplinary Studies Program is the place to begin conversation and exploration.

expectations. Admission to Track Two must occur prior to the completion of the last 30 semester hours before graduation. Students must also have a minimum grade point average (GPA) of 2.50 in order to be admitted to Track Two. This GPA is based on all course work, including transfer courses.

In both Track One and Track Two of Interdisciplinary Studies, students, with the assistance of program advisors, will define three areas of concentration, either in traditional disciplines or in multidisciplinary fields, in which they wish to specialize. Their remaining upper division coursework can then be focused in these areas.

The objectives of Interdisciplinary Studies are:  
a) to encourage students to investigate combinations of disciplines that are not connected in traditional programs; and  
b) to give students a role in the guided design of the upper division courses of study.

**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 survey of similar programs
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other administrative review. See the attached Memorandum and Committee Report

**Source of Data to Support Suggested Change:**

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

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

<u>Approvals:</u>	
Department Head: <i>Frederic L. Downing</i>	Date: <i>1/7/14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>1/14/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>1/14/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**  
99-101

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/2014

**Degree & Program Name:**  
(e.g., BFA, Art): BA,  
Interdisciplinary Studies

**Present Requirements:**

Interdisciplinary Studies Track One Admission Requirements

Must have been out of formal education for a period of at least 2 years; or  
Be active -duty military.

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

**Track One**

Core Curriculum Area F (Courses appropriate to the major).....18 hours

Eighteen (18) hours of lower division courses from the following areas:

- Elective from Area C.....3 hours
- Elective from Area D or CS 1000 or ACED 2400 or BUSA 220...3 hours
- Elective from Area E.....3 hours
- Electives from B-F.....9 hours

Senior College Curriculum..... 60 hours

- First Concentration.....21 hours
- Second Concentration.....12 hours
- Third Concentration.....12 hours
- Free Electives.....12 hours
- INDS 4000.....3 hours

In each concentration, one course may be at the 1000-2000 level; all others must be at the 3000-4000 level. All courses in Area F and the Senior College Curriculum must be completed with a grade of "C" or better.

**Interdisciplinary Studies Track Two Admission Requirements:**

1. Completion of at least 15 hours with a minimum GPA of 2.5;
2. At least 30 hours remaining in the major for

**Proposed Requirements (Underline changes after printing this form:**

Interdisciplinary Studies Admission Requirements:

Students who wish to enter the Interdisciplinary Studies Program at Valdosta State University must submit an Interdisciplinary Studies Proposal to the program director including a statement of goals, an indication of the disciplines to be studied, and a listing of possible courses for the program. They must have a cumulative GPA of 2.0 to be admitted.

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

Core Curriculum Area F (Courses appropriate to the major will be chosen in cooperation with the director. If the student chooses the Honors option, six hours of Foreign Language and Culture courses will be taken in this area.).....18 hours

- Guided Electives.....15 hours
- INDS 2000.....3 hours

Senior College Curriculum.....60 hours

- Major Core.....9 hours
- Research-based course from the discipline.....3 hours
- Professional/Technical Writing/Communication.....3 hours
- INDS 4000.....3 hours

**Students choose from one of the following options:**

- a) First Discipline..... 21 hours
- Second Discipline.....21 hours
- Free Electives ..... 9 hours
- b) First Discipline.....15 hours
- Second Discipline.....15 hours
- Third Discipline.....15 hours



<p>degree completion;</p> <p>3. A personal interview with the program coordinator; and</p> <p>4. A proposed course of study, including reasons for the integration of the selected fields of study, submitted to the program coordinator for approval.</p> <p>Core Curriculum Areas A-E (See VSU Core Curriculum).....42 hours</p> <p>Track Two Core Curriculum Area F (courses appropriate to the major).....18 hours</p> <p>Eighteen (18) hours of lower division courses from the following areas:</p> <ul style="list-style-type: none"> <li>Foreign Language and Culture courses.....6 hours</li> <li>Guided Electives from Areas B-F.....9 hours</li> <li>INDS 2000.....3 hours</li> </ul> <p>Senior College Curriculum.....60 hours</p> <ul style="list-style-type: none"> <li>Major Core.....9 hours</li> <li>Research-based Course from Concentration (3000-4000).3 hours</li> <li>Professional/Technical Writing/Communication.....3 hours (Including but not limited to ACED 2050, ENGL 3020, ENGL 3030)</li> <li>INDS 4000..... 3 hours</li> </ul> <p>Students Choose from one of the following options</p> <ul style="list-style-type: none"> <li>a) First Concentration.....21 hours</li> <li>    Second Concentration...18 hours</li> <li>    Free Electives.....12 hours</li> <li>b) First Concentration.....18 hours</li> <li>    Second Concentration...12 hours</li> <li>    Third Concentration.....12 hours</li> <li>    Free Electives.....9 hours</li> </ul> <p>In each concentration, one course may be at the 1000-2000 level; all others must be at the 3000-4000 level. All courses in Area F and the Senior College Curriculum must be completed with a grade of "C" or better. Once a program of study is approved, a student who wishes to alter that program must secure approval from all advisors concerned and the Interdisciplinary Studies Coordinator.</p>	<p>Free Electives.....6 hours</p> <p>Total hours required for the degree.....120 semester hours</p> <p>A minimum of 39 upper division hours must be taken across the disciplines in the student's interdisciplinary major.</p> <p><u>If the Honors Option is chosen, then the student must take 6 hours of Foreign Language plus the requisite Honors classes and maintain the GPA specified by the Honors College</u></p>
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**Total hours required for the degree**  
.....120 semester hours

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: comparison with similar programs
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: administrative review. See the attached Memorandum and Committee Report.

**Source of Data to Support Suggested Change:**

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

**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 surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, portfolios. Papers and presentations will be assessed using rubrics for critical, analytical, and synthesizing skills in both the INDS 2000 and INDS 4000 courses.

**Approvals:**

Department Head: <i>Fred Downing</i>	Date: <i>1/7/14</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>1/14/14</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>1/14/14</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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JAN 16 2014

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

### REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 114

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

Degree and Program Name: Master of Social Work

**Present Requirements:**

Deadline for applications is March 15 of each year. Applications received after the deadline will be considered on a space-available basis. Classes start in May or August for regular M.S.W. students and in May for Advanced Standing students (B.S.W.).

**Proposed Requirements:** (highlight changes after printing)

Deadline for applications is January 14 of each year for Advanced Standing Admissions (applicants who have earned a BSW for a CSWE accredited institution within the last five years) and February 14 of each year for standard applications.  
Applications received after the deadline will be considered on a space-available basis. Classes start in May or August for standard MSW students and in May/June for Advanced Standing MSW students.

**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 Application deadline is being changed to be more competitive with other MSW programs in the state.

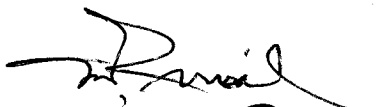


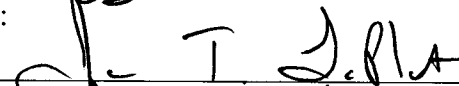
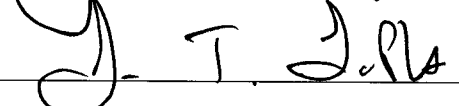
**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Number of applications completed by the revised deadline**

**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.) Admissions data will be used to determine the number of completed applications and the number of students who actually enrolled in the MSW program.

<b>Approvals:</b>		
Department Head:		Date: 1/16/2014
College/Division Exec. Committee:		Date: 1/16/14
Dean(s)/Director(s):		Date: 1/16/14
Graduate Exec. Comm.: (for grad program)		Date: 1-31-14
Graduate Dean: (for grad program)		Date: 1-31-14
Academic Committee:		Date:

Form last updated: January 6, 2010

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JAN 16 2014

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

### REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: 113-114

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

Degree and Program Name: Master of Social Work

**Present Requirements:**

- Applicants who take the MAT should receive a minimum score of 390.
- Applicants who take the GRE should receive a combined minimum score of 800 on the verbal and quantitative sections or a minimum score of 400 on verbal and a minimum score of 3.5 on the analytical sections.

**Proposed Requirements:** (highlight changes after printing)

- Applicants who take the MAT should receive a minimum score of 390.
- Applicants who take the GRE should receive a combined minimum score of 800 on the verbal and quantitative sections or a minimum score of 400 on verbal and a minimum score of 3.5 on the analytical sections or a minimum score of a 146 on verbal and a minimum score of 3.5 on the analytical sections, or a combined minimum score of 286 on the verbal and the quantitative sections.

**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 GRE scores were modified to reflect the revised GRE test score concordance scale (Please see attached documentation).

**Source of Data to Support Suggested Change:**

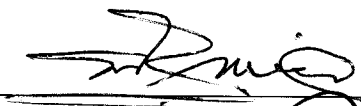
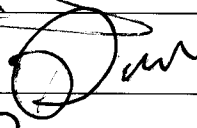
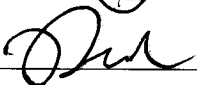
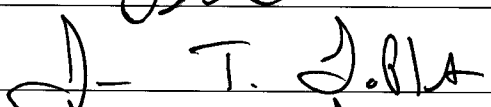
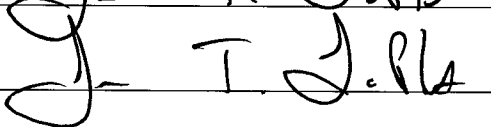
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) "GRE Guide to the Use of Scores" retrieved from [www.ets.org/gre](http://www.ets.org/gre)

**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.) Admissions data will be used to verify that test scores have been submitted.



<b>Approvals:</b>	
Department Head: 	Date: 1/16/2014
College/Division Exec. Committee: 	Date: 1/16/14
Dean(s)/Director(s): 	Date: 1/16/14
Graduate Exec. Comm.: (for grad program) 	Date: 1-31-14
Graduate Dean: (for grad program) 	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 6, 2010

Table 1D: Verbal Reasoning Concordance Table

Prior Scale	New Scale	% Rank*
800	170	99
790	170	99
780	170	99
770	170	99
760	170	99
750	169	99
740	169	99
730	168	98
720	168	98
710	167	97
700	166	96
690	165	95
680	165	95
670	164	93
660	164	93
650	163	91
640	162	89
630	162	89
620	161	87
610	160	84
600	160	84
590	159	81
580	158	78
570	158	78
560	157	73
550	156	70
540	156	70
530	155	66
520	154	62
510	154	62
500	153	58

Verbal Reasoning Concordance Table (continued)

Prior Scale	New Scale	% Rank
490	152	53
480	152	53
470	151	49
460	151	49
450	150	44
440	149	40
430	149	40
420	148	36
410	147	32
400	146	28
390	146	28
380	145	24
370	144	21
360	143	18
350	143	18
340	142	15
330	141	12
320	140	10
310	139	7
300	138	6
290	137	5
280	135	2
270	134	2
260	133	1
250	132	1
240	131	1
230	130	
220	130	
210	130	
200	130	

\*Based on the performance of all examinees who tested between August 1, 2011 and April 30, 2013. Percentile ranks are updated yearly.

Table 1E: Quantitative Reasoning Concordance Table

Prior Scale	New Scale	% Rank*
800	166	93
790	164	89
780	163	87
770	161	81
760	160	78
750	159	75
740	158	72
730	157	69
720	156	65
710	155	61
700	155	61
690	154	57
680	153	53
670	152	49
660	152	49
650	151	45
640	151	45
630	150	41
620	149	37
610	149	37
600	148	33
590	148	33
580	147	29
570	147	29
560	146	25
550	146	25
540	145	22
530	145	22
520	144	18
510	144	18
500	144	18

Quantitative Reasoning Concordance Table (continued)

Prior Scale	New Scale	% Rank
490	143	15
480	143	15
470	142	13
460	142	13
450	141	11
440	141	11
430	141	11
420	140	8
410	140	8
400	140	8
390	139	6
380	139	6
370	138	5
360	138	5
350	138	5
340	137	3
330	137	3
320	136	2
310	136	2
300	136	2
290	135	2
280	135	2
270	134	1
260	134	1
250	133	1
240	133	1
230	132	
220	132	
210	131	
200	131	

Note: Score users should use special care in evaluating test takers who received a Quantitative Reasoning score at the top end of the prior 200-800 score scale. Now, with the new 130-170 score scale, we can provide more differentiation for higher ability test takers. However, test takers who took the prior test and received an 800 on the Quantitative Reasoning measure, received the highest score possible that they were able to earn on the measure. Therefore, this information should be considered when making admissions decisions.

\*Based on the performance of all examinees who tested between August 1, 2011, and April 30, 2013. Percentile ranks are updated yearly.

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DEC 13 2013

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum

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

**Current Catalog Page Number:**

~~185~~ 100

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/2014

**Degree & Program Name:**  
(e.g., BFA, Art): M.Ed.  
Reading Education

**Present Requirements: LEAD 7210 - Ethics and Law**

**EDUC 59000 Professional Orientation - 0 credit hour**  
(During first semester of the program)  
Dewar College of Education and Human Services Core - 9 hours  
LEAD 7210 Ethics and Law - 1 hour  
PSYC 7010 Learning and Assessment - 3 hours  
READ 7100 Trends & Issues in the Teaching of Reading - 2 hour  
RSCH 7100 Research Methodology in Education - 3 hour  
Reading Education Core - 18 hours  
READ 7110 Research and Theory in Reading - 3 hours  
READ 7120 Word Identification, Vocabulary, and Spelling - 3 hours  
READ 7130 Comprehension and Study Strategy Instr - 3 hour  
READ 7140 Methods of Teaching Writing - 3 hours  
READ 7150 Issues in Using Literature in the Classroom - 3 hours  
READ 7180 Organizing & Supervising a Reading Prog. - 3 hours  
Guided Elective - 3 hours  
Capstone Experience (Practicum Courses) - 6 hours  
READ 7160 Diagnosing Reading Difficulties - 3 hours  
READ 7170 Correcting Reading Difficulties - 3 hours  
Total Hours Required for the Degree - 36 semester hours

**Proposed Requirements (Underline changes after printing this form:**

READ 5999 Professional Orientation in Reading Education - 0 credit hour  
(During first semester of the program)  
Dewar College of Education and Human Services Core - 9 hours  
PSYC 7010 Learning and Assessment - 3 hours  
READ 7100 Trends & Issues in the Teaching of Reading - 3 hours  
RSCH 7100 Research Methodology in Education - 3 hours  
Reading Education Core - 18 hours  
READ 7110 Research and Theory in Reading - 3 hours  
READ 7120 Word Identification, Vocabulary, and Spelling - 3 hours  
READ 7130 Comprehension and Study Strategy Instr - 3 hours  
READ 7140 Methods of Teaching Writing - 3 hours  
READ 7150 Issues in Using Literature in the Classroom - 3 hours  
READ 7180 Organizing & Supervising a Reading Prog. - 3 hours  
Guided Elective - 3 hours  
Capstone Experience (Practicum Courses) - 6 hours  
READ 7161 Assessment and Correction of Reading and Writing Difficulties in Grades Pk-5 - 3 hours  
READ 7171 Assessment and Correction of Reading and Writing Difficulties in Grades 4-12 - 3 hours  
Total Hours Required for the Degree - 36 semester hours

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: (1) Currently, teacher candidates are required to take a total of 37 hours to successfully complete the M.Ed. program, one hour beyond the recommended hours for an M.Ed. degree. (2) LEAD 7210 contains material related to general education, while READ 5999 will incorporate specific content information related to ethics for Reading Specialists aligned with International Reading Association (IRA) standards and outcomes (IRA 1.3).

**Source of Data to Support Suggested Change:**


- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student surveys<sup>s</sup> reveal their desire to have a 36 hour program.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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


**Data Sources:**

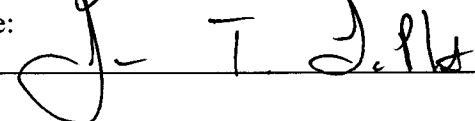
- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Teacher candidates will be required to pass module assessments located in READ 5999.

**Approvals:**

Department Head:  Date: 12/10/13

College/Division Exec. Committee:  Date: 12/10/13

Dean(s)/Director(s):  Date: 12/10/13

Grad. Exec. Committee:  
(for graduate course)  1-31-14

	Date:
Graduate Dean: (for graduate course)	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 6, 2010

<b>REQUEST FOR A NEW COURSE</b> Valdosta State University		
<b>Date of Submission:</b> 11/05/2012 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> MSRD	<b>Faculty Member Requesting:</b> Brenda P. Dixey	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) READ 5999	<b>Proposed New Course Title:</b> Professional Orientation in Reading Education  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Professional Orientation Read	
<b>Semester/Year to be Effective:</b> Fall, 2014	<b>Estimated Frequency of Course Offering:</b> Two times per year	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 0	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 0
<b>Proposed Course Description:</b> (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.) Graded "Satisfactory" or "Unsatisfactory." Required non-credit course for all teacher candidates in the M.Ed. Reading Education Program. Candidates are required to establish an electronic portfolio and specific modules in ethics and International Reading Association (IRA) standards.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.  <input checked="" type="checkbox"/> Improving student learning outcomes: This course is specific to the needs of teacher candidates in the M.Ed. program, thus providing instruction in ethics and the International Reading Association (IRA) standards.  <input type="checkbox"/> Adopting current best practice(s) in field:  <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:  <input type="checkbox"/> Other:		
<b>Source of Data to Support Suggested Change:</b>  <input type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc.  <input checked="" type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Currently there is no course that addresses ethics for Reading Specialists aligned with International Reading Association (IRA) Standards and outcomes (IRA 1.3). This course will also ensure all teacher candidates complete an electronic portfolio.		




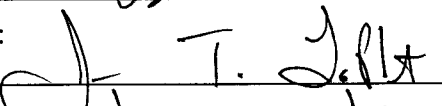
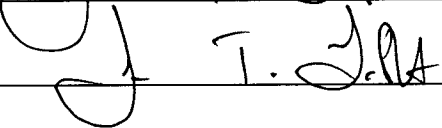
**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**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.) Teacher candidates will be required to pass all modules assessments.
- Other:

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



<b>Approvals:</b>		
Dept. Head:		Date: 12/10/13
College/Division Exec. Comm.:		Date: 12/10/13
Dean/Director:		Date: 12/18/13
Graduate Exec. Comm.: (for graduate course):		Date: 2-3-14
Graduate Dean: (for graduate course):		Date: 2-3-14
Academic Committee:		Date:

Form last updated: January 6, 2010

**READ 5999**  
**Professional Orientation in Reading Education**  
**0 SEMESTER HOURS**

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**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**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**

In lieu of a textbook, all students are required to purchase LiveText, an online database that houses assessments for the College of Education assessment system. The LiveText account will be used throughout your professional program and is introduced in this course.  
(<http://www.college.livetext.com>)

International Reading Association Membership

## **COURSE DESCRIPTION**

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

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

(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.

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. **Complete LiveText Orientation session**
2. **Completion of forms in LiveText**
  - a. Disposition Form, self-evaluation of educator dispositions
  - b. Candidate Information Form
  - c. Advanced Teacher Self-Assessment (if applicable)

\_\_\_ 3. Provide Proof of membership to the International Reading Association

\_\_\_ 4. Complete the Ethics Module

### COURSE EVALUATION

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

1. Attend LiveText Orientation session (dates and times will be emailed to you)
2. Completion of forms in LiveText: self-evaluation of educator disposition form, candidate information form, and advanced teacher self-assessment (if applicable).
3. Complete the Ethics Module
4. Become a member in the International Reading Association (IRA)

### ATTENDANCE POLICY

The university attendance policy will be adhered to in this class.

### PROFESSIONALISM

### 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](mailto:access@valdosta.edu).

#### **STUDENT OPINION OF INSTRUCTION**

The Student Opinion of Instruction should not be completed for this non-credit course.

#### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

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RECEIVED

DEC 13 2013

**Request for a Revised Course**  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 11/5/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
Brenda P. Dixey

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
READ 7100 - Trends and Issues in Reading

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: READ 7100  
Credit Hours: 2-0-2 to 3-0-3  
Course Title: Trends and Issues in Reading  
Pre-requisites: None  
Course Description: A review of current issues and trends in literacy education. Emphasis is on the principal viewpoints on these issues, including opposing points of view.

**Requested:**  
Course Prefix and Number:  
Credit Hours: 3-0-3  
Course Title:  
Pre-requisites:  
Course Description:

**Semester/Year to be Effective:**  
Fall, 2014

**Estimated Frequency of Course Offering:**  
2 times per year

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Variable credit is no longer an option as READ 7100 is only offered as 3-0-3.

**Plans for assessing the effectiveness of the course:** The course will continue to be assessed according to the current assessments and learning outcomes.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>12/10/13</i>
Dept. Head: <i>[Signature]</i>	Date: <i>12/10/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>12/10/13</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Plot</i>	Date: <i>1-31-14</i>
Graduate Dean (if needed): <i>J. T. J. Plot</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: November 13, 2013



<b>REQUEST FOR A NEW COURSE</b> Valdosta State University		
<b>Date of Submission:</b> 11/05/2013 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> MSRD	<b>Faculty Member Requesting:</b> Brenda P. Dixey	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) <b>READ 7161</b> 7161	<b>Proposed New Course Title:</b> Assessment and Correction of Reading and Writing Difficulties in Grades Pk-5  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Assess/Correct Difficult Pk-5	
<b>Semester/Year to be Effective:</b> 8/2014	<b>Estimated Frequency of Course Offering:</b> once per year	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (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.) Study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of students in grades Pk-5.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.  <input checked="" type="checkbox"/> Improving student learning outcomes: A review of the GACE scores for teacher candidates provide evidence that teacher candidates need more specific instruction in lower level phonics and phonemic awareness.  <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Implementing READ 7161 will allow teacher candidates to assess and remediate students at more than one grade level. The field experience will be approximately 60 hours for the two courses (READ 7161 & READ 7171) instead of the 30 now required.  <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:  <input checked="" type="checkbox"/> Other: Completion of the M.Ed. in Reading Education certifies teacher candidates Pk-12. Designing a course that addresses specific grades levels will improve teacher candidates' knowledge and ensure they work with students at a higher grade level.		
<b>Source of Data to Support Suggested Change:</b>  <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,		

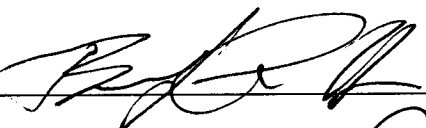


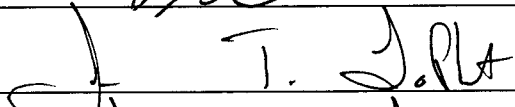
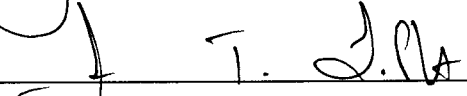
portfolios, specific assignments, etc.) The GACE scores reflect a need to divide the two practicum courses into two specific levels of study, Pk-5 and grades 4-12.

**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.) (1) Teacher candidates will complete a portfolio documenting their assessment, analysis, plan of instruction and implementation of the plan. Teacher candidates will complete this requirement with 90% accuracy. (2) Reading faculty will monitor GACE results to ensure scores are reflecting this course change.
- Other:

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

<b>Approvals:</b>		
Dept. Head:		Date: 12/10/13
College/Division Exec. Comm.:		Date: 12/10/13
Dean/Director:		Date: 12/14/13
Graduate Exec. Comm.: (for graduate course):		Date: 2-3-14
Graduate Dean: (for graduate course):		Date: 2-3-14
Academic Committee:		Date:

Form last updated: January 6, 2010

**READ 7161**  
**Assessment and Correction of Reading and Writing Difficulties**  
**In Grades Pk-5**  
**3 SEMESTER HOURS**  
**Fall, 2014**

\*\*\*\*\*

**Dewar College of Education and Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading, and Deaf Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

The Equity Principle: All learners deserve high expectations and support

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

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

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

The Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOKS**

Barr, R., Blachowicz, C. Bates, A. (2012). *Reading Diagnosis for Teachers: An Instructional Approach*, 6<sup>th</sup> Ed.. New York: Pearson.

**COURSE DESCRIPTION**

Study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of students in grades Pk-5.

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**INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS**

Standard 1:	<b>1 - Foundational Knowledge</b> Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
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1.1 demonstrate an understanding of research and evidence-based practices in reading and other fields that deal with teaching students with reading difficulties demonstrate an understanding of research and evidence-based practices in reading and other fields that deal with teaching students with reading difficulties

Standard II	<b>2-Curriculum and Instruction</b> Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
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2.1 • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.

- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.

2.2 • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

2.2 • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

- Support classroom teachers and education support personnel to implement instructional approaches for all students.

- As needed, adapt instructional materials and approaches to meet the language-

proficiency needs of English learners and students who struggle to learn to read and write.

<b>Standard II</b>	<b>3-Assessment and Evaluation</b> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
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3.1 • Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

- Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
  - 3.2 Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
    - Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.

Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

1. Candidates demonstrate the ability to assist the classroom teacher in using assessment to plan instruction for all students.
2. They use in-depth assessment to plan individual instruction for struggling readers.
3. They collaborate with other education professionals to implement appropriate reading instruction for individual students.

3.4 • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.

- Demonstrate the ability to communicate results of assessments to various audiences.

<b>Standard IV Diversity</b>	<b>4-Diversity</b> Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
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4.1 • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.

- Assist teachers in developing reading and writing instruction that is responsive to diversity.
- Assist teachers in understanding the relationship between first- and second-language

acquisition and literacy development.

- Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.

4.2 • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.

- Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.

- Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.

- Collaborate with others to build strong home-to-school and school-to-home literacy connections.

- Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

### **COURSE OBJECTIVES**

Students will:

1. Demonstrate an understanding of the assessment-instruction process. (3.3)
2. Demonstrate an understanding of an interactive view of reading and writing disability. (3.1)
3. Select, administer, and analyze the results of formal and informal assessment strategies. (3.1)
4. Compare and contrast assessment findings to determine if students are integrating phonemic awareness, word identification, vocabulary, fluency, comprehension strategies (including background knowledge), and motivation in fluent reading and complex writing. (1.4).
5. Write a diagnosis/action plan for correction/implementation (3.2, 3.3)
6. Select, plan, and implement appropriate instructional strategies in the areas of identified need. (3.3)
7. Write a case study report and communicate findings to students.
8. Describe the relationship of the Common Core standards to correction of reading and writing difficulties.
9. Develop questions for *close reading*.

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

#### **A. Tutoring (CO 1-6)**

1. Students will tutor an individual in grades K-5 with reading and writing difficulties.

#### **B. Reading Analysis (CO 2, 3, 4)**

Candidates will

1. determine the student's independent, instructional, frustration levels using the Developmental Reading Assessment.
2. complete a miscue analysis and analyze an instructional running record for metacognitive strategy use.
3. determine the student's reading rate and level of fluency, using the Multidimensional Fluency scale (Rasinski, 2003)

4. administer other appropriate assessments (i.e. letter identification, concepts about print, Dolch Sight Word Test, Names Test).
5. administer an appropriate technology based reading assessment, such as the STAR and contrast results with the results of the informal reading inventory.
6. select, modify, and administer an interest inventory and the Motivations for Reading Questionnaire, by Gambrell, et al. (1995) or the Elementary Reading Survey (McKenna & Kear, 1990) to their selected student.
7. document accurate administration and interpretation of assessments in a portfolio.

### **C. Writing Analysis (CO 2, 3, 4)**

Candidates will

1. determine the student's developmental writing level using the Developmental Writing Assessment or other writing assessment.
2. determine the student's developmental spelling level using the Developmental Spelling Assessment by Kathy Ganske or other developmental spelling assessment.
3. document accurate administration and interpretation of assessments in a portfolio.

### **C. Diagnostic Action Plan for instruction (CO 5, 6)**

Candidates will

1. create a table that accurately reports the student's pretest and posttest information.
2. correctly place student along a developmental continuum and identify student's proficiencies and difficulties.
3. compare and contrast assessment findings to determine if students were integrating phonemic awareness, word identification, vocabulary, fluency, comprehension strategies (including background knowledge), and motivation in fluent reading.
4. outline goals for instruction and the rationale for doing so including a citation of the research base.
5. Implement reading instruction based upon the assessment data and related to the Common Core standards.
6. Use multicultural literature for *close reading* of text.
7. Implement reading instruction based upon the assessment data and related to the Common Core standards.

### **D. Case Study Report (CO 7)**

1. Candidates will prepare a comprehensive case report to include the following: (a) student background information, (b) attendance and attitude toward reading, (c) summary of factors influencing the student's performance including cultural, linguistic, and environmental (instructional) factors, (d) brief statement of strengths and weaknesses (1 paragraph),
  - (e) summary of assessment information (narrative description of assessments administered and description of child's performance).
  - (f) Summary of implementation of instruction and suggestions for further instruction



2. They will disseminate the case study information to parents, classroom teachers, and other appropriate stakeholders.

**E. Professional Development Activity (CO 8)**

1. Candidates will conduct a professional development training session for their grade level or school level peers to demonstrate effective instructional strategies based on interpretations of appropriate assessments in reading and writing. They will video tape the session, solicit feedback from the participants, and write a reflection on how they improve in the areas of planning, teaching, and assessment.

**F. Class participation (CO 1-7)**

Students will participate in weekly seminars to report her/his progress in assessing and instructing a child who has been referred to the reading clinic. Students will complete self-evaluations and or quizzes.

**COURSE EVALUATION**

- A. Reading analysis will be evaluated using a rubric created by the instructor (see attached)
- B. Writing analysis will be evaluated using a rubric created by the instructor (see attached)
- C. Diagnostic Action Plan will be evaluated using a rubric developed by the instructor. (see attached)
- D. Case study will be evaluated using a rubric developed by the instructor. (see attached)
- E. Professional development activity will be evaluated by the instructor (see attached)
- E. Students will participate in case study discussions, self-evaluations, a running record quiz, and other in-class activities. In-class activities may not be made up.

Reading/Writing Analysis	100
Action Plan	50 points
Case Study Report	50 points
Professional development	100 points
Class Participation/ Activities	<u>50 points</u>
Total	350 points

- A= 93-100% of total points possible for course  
 B= 85-92%  
 C= 75-84%  
 D-F= below 74 - no credit issued for the course

### Attendance Policy

There will be a 10 point deduction from your class participation grade for each class or tutoring lesson missed. More than 3 absences will result in a failing grade.

## PROFESSIONALISM

### *STATEMENT ON ACADEMIC INTEGRITY*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *DESCRIPTION OF ACADEMIC DISHONESTY*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.** By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.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 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:

→ correct?  
check  
new  
address

#### 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](mailto:access@valdosta.edu).

## *STUDENT SUCCESS CENTER*

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@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>.

## **DIRECTIONS FOR POSTING TO LIVETEXT**

### *How To Submit Portfolio Assignments in LiveText*

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are available at <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

### **Directions for submission:**

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.

4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a. The **Description** section can be very brief.
  - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
  - a. Select **Manage Pages**.
  - b. Click on the box next to **Title** to select all pages.
  - c. Click on the box next to the current artifact page to unselect it.
  - d. Select **Hide Pages: Save and Finish**.
  - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

## INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

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C.S.

<b>REQUEST FOR A NEW COURSE</b> Valdosta State University		
<b>Date of Submission:</b> 11/05/2013 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> MSRD	<b>Faculty Member Requesting:</b> Brenda P. Dixey	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) READ 7171	<b>Proposed New Course Title:</b> Assessment and Correction of Reading and Writing Difficulties in Grades 4-12  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Assess/Correct Difficult 4-12	
<b>Semester/Year to be Effective:</b> Spring/2015	<b>Estimated Frequency of Course Offering:</b> once per year	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (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.) Study of the nature and causes of reading and writing difficulties. Candidates will develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of students in grades 4-12.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Requiring a course specific to middle/secondary student reading difficulties will improve teacher educators' knowledge base in this area. <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Implementing READ 7171 will allow teacher candidates to assess and remediate students at more than one grade level. The field experience will be approximately 60 hours for the two courses (READ 7161 & 7171) instead of the 30 hours now required. <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: The International Reading Association (IRA) standards mandate accredited programs demonstrate teacher candidates have knowledge and skills in both early childhood and middle/high school levels. <input checked="" type="checkbox"/> Other: Completion of the M.Ed. in Reading Education certifies teacher candidates Pk-12. Designing a course that addresses specific grade levels will improve teacher candidates' knowledge and ensure they work with students in a higher grade level.		
<b>Source of Data to Support Suggested Change:</b> <input type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc.		

- Direct Measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GACE test scores indicate a need for instruction at specific grade levels.




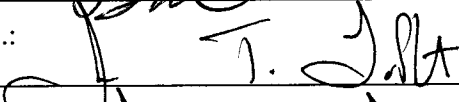
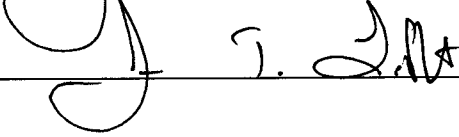
**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**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.) (1) Teacher candidates will complete a portfolio documenting their assessment, analysis, plan of instruction and implementation of the plan. Teacher candidates will complete this requirement with 90% accuracy. (2) Reading faculty will monitor GACE results to ensure scores are reflecting this course change.
- Other:

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



<b>Approvals:</b>		
Dept. Head:		Date: 12/10/13
College/Division Exec. Comm.:		Date: 12/10/13
Dean/Director:		Date: 12/10/13
Graduate Exec. Comm.: (for graduate course):		Date: 2-3-14
Graduate Dean: (for graduate course):		Date: 2-3-14
Academic Committee:		Date:

Form last updated: January 6, 2010

**READ 7171**  
**Assessment and Correction of Reading and Writing Difficulties**  
**Grades 4-12**  
**3 SEMESTER HOURS**  
**Spring, 2015**

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**Dewar College of Education & Human Services**  
**Valdosta State University**  
**Department of Middle, Secondary, Reading and Deaf Education**  
**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**

DeVries, B.A. (2011). Literacy assessment & intervention for classroom teachers. 3<sup>rd</sup> edition. Holcomb Hathaway, Publishers. Scottsdale, AZ

Leslie, L. & Caldwell, J. (2011). *Qualitative Reading Inventory-5*. New York: Addison Wesley Publishers.

LiveText, Inc. (2008). *College LiveText edu-solutions: Graduate edition*. IL: United

Learning Inc.

**COURSE DESCRIPTION**

Candidates will study the nature and causes of reading difficulties, develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of children. Students will diagnose the reading difficulties of a child and implement instruction to correct those difficulties in a tutoring setting.

**DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES**

**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.

**INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS**

Standard 1	Foundational Knowledge Candidates have knowledge of the foundations of reading and writing processes and instruction
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**IRA STANDARD 1.1** *Candidates understand major theories and empirical research*

*that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

1. Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research.
2. Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research.
3. Explain the research and theory of learning environments that support individual motivation to read and write.

Standard 2	Curriculum and Instruction <i>Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</i>
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**IRA STANDARD 2.3**

Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

1. Candidates will plan for and use a wide range of curriculum materials.
2. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard 3	Assessment <i>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction</i>
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**IRA STANDARD 3.1**

Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

1. Candidates will select and administer appropriate formal and informal assessments including technology-based assessments.
2. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
3. They will interpret the results of these tests and assessments.

**IRA STANDARD 3.2**

Place students along a developmental continuum and identify students' proficiencies and difficulties.

1. Candidates will compare, contrast, and analyze information and assessment results to place students along a developmental continuum.

2. They will identify students' proficiencies and difficulties.

**IRA STANDARD 3.3**

Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

1. Candidates analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction within an assessment/evaluation/instruction cycle.

**IRA STANDARD 3.4**

1. Candidates can interpret a student's reading profile from assessments and communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

Standard 4	<p style="text-align: center;">Diversity</p> <p><i>Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</i></p>
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**IRA STANDARD 4.1**

Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

1. Candidates will collect information about children's interests, reading abilities, and backgrounds.
2. They use this information when planning instruction.
3. They select materials and help students select materials that match their reading levels, interests, cultures and linguistic backgrounds.
4. They can use technology to gather and to use this information in instructional planning.
5. They can articulate the research base that grounds their practice.
- 6.

**IRA STANDARD 4.2**

Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

1. The candidate will select books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
2. They can articulate the research that grounds their practice.

**IRA STANDARD 4.3**

Model reading and writing enthusiastically as valued lifelong activities.

1. Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.
2. They use think-alouds to demonstrate good reading and writing strategies.

**IRA STANDARD 4.4**

Motivate learners to be lifelong readers.

1. Candidates will effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
2. They are aware of children's literature, interests and reading levels of students and select appropriate texts.

Standard 5	<p style="text-align: center;"><b>Literate Environment</b></p> <p><i>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</i></p>
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Standard 6	<p style="text-align: center;"><b>Professional Learning and Leadership</b></p> <p><i>Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</i></p>
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### 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

#### **Alignment of Course Objectives, Assignments, and Conceptual Framework Standards**

<b>Course Objective</b>	<b>Assignments</b>	<b>CFS</b>	<b>IRA Standards</b>
Upon completion of the course, each student is expected to have attained the following knowledge and skills:			
Demonstrate an understanding of the assessment-instruction process	Discussions, Readings, Quizzes	I, II	1.2, 1.3
Demonstrate an understanding of an interactive view of reading and writing disability	Discussions, Readings, Quizzes	I, II, V	1.2, 1.3
Select, administer, and analyze the results of formal and informal assessment strategies.	Administering assessments (QRI, Writing, others as appropriate)	I, II, V	3.1, 3.2—

	Analyze data gathered		
Compare and contrast assessment findings to determine if students were integrating phonemic awareness, word identification, vocabulary, fluency, comprehension strategies (including background knowledge), and motivation in fluent reading.	Data analysis Readings, Discussions Diagnostic Action Plan, Tutoring	I, II, III, V	3.1, 3.2, 3.2, 3.4
Demonstrate an understanding of research and evidence-based practices in reading and other fields that deal with teaching students with reading difficulties	Readings, Discussions, Diagnostic Action Plan, Tutoring	I, II, III, V, VI	4.3, 5.2, 5.3
Plan and implement lesson plans that include appropriate evidence-based instructional methods in word identification, vocabulary, fluency, and comprehension that address the learning needs of students with reading difficulties, based on the data from the assessments	Diagnostic Action Plan, Tutoring, Video tutoring session, Think Aloud Lesson	I, II, III, V, VI	3.1, 3.2, 5.2, 5.3, 6.2
Write a diagnosis/action plan for correction/implementation	Tutoring, Administering assessments, Data analysis, Discussions, Diagnostic Action Plan	I, II, III, V, VI	3.1, 3.2, 6.2
Write a Case Study Report and communicate findings to students, parents, caregivers, or other stakeholders as appropriate.	Tutoring, Administering Assessments, Discussions, Readings, Analysis of data, Case Study Report	I, II, III, V, VI	6.2, 6.3

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**All assignments should be scanned and submitted through Blazeview.**

**Please note: All work must be your own and be completed during the dates of this course. Failure to comply will result in an F for the course.**

- A. Candidates will complete assigned readings and document their understanding of the best practices in reading by completing online discussions and assignments (CO 1)
- B. Candidates will tutor individuals in 45 minute to 1 hour sessions to total 20 hours of assessment and instruction They will keep a log of contact dates and times, and have the log signed by the student's parent and submit. (CO 1-6)

**C. . Reading Analysis (CO 1,2,3,4) (Submit with Diagnostic Action Plan)**

Candidates will

1. Determine the student's independent, instructional, frustration levels using the Qualitative Reading Inventory-5 (QRI-5) by Leslie and Caldwell complete a miscue analysis and analyze an instructional level running record for metacognitive strategy use.
2. Administer other appropriate assessments as needed to
3. Select, modify, and administer an interest inventory and/or the Motivations for Reading Questionnaire, by Gambrell, et al. (1995) or the Elementary Reading Survey (McKenna & Kear, 1990) to their selected student.
4. Document accurate administration and interpretation of assessments in a portfolio to be submitted in two documents: (1) Diagnostic Action Plan and (2) Case Study. These will be uploaded to LiveText and become part of the Reading Endorsement Portfolio.

**C. Writing Analysis (CO 2,3,4) (Submit with Diagnostic Action Plan)**

Candidates will:

1. Determine the student's writing by giving the student a prompt and assess or locating and administering an alternative assessment. From this, determine the strengths and weaknesses of the student's writing.
2. Document accurate administration and interpretation of assessments in a portfolio.

**D. Diagnostic Action Plan for instruction (CO 5,6)**

Candidates will:

1. Submit the Qualitative Reading Inventory Pre test graph that accurately reports the student's pretest information.
2. Correctly place student along a developmental continuum and identify student's proficiencies and difficulties.
3. Compare and contrast assessment findings to determine if students were integrating phonemic awareness, word identification, vocabulary, fluency, comprehension strategies (including background knowledge), and motivation in fluent reading.
3. Outline goals for instruction and the rationale for doing so including a citation of the research base (at least 2 reading, 2 writing/spelling)

- E.** Candidates will develop and implement a Diagnosis Action Plan for assessed child and document in a **portfolio** (CO 2, 6). The portfolio will contain the instructional plans developed for the child, copies of lesson plans and daily running records. Candidates will attach their reflections on their work with the child for each lesson of tutoring (CO 4, 5)

**F. Video of Lesson**



Candidates will video tape a lesson and critique the lesson citing strengths and areas for improvement. Candidates will also submit a thorough reflective piece to the instructor. (CO 4, 5)

**G. Case Study Report (CO 7)**

1. Candidates will write a summary report covering the child's diagnosed needs, reading progress, and recommendation for continued instruction (see sample in appendix of text).
2. Candidates will document student progress by submitting a pretest/posttest graph (Qualitative Reading Inventory Graph)
3. Candidates will disseminate the case study information to parents, classroom teachers, and other appropriate stakeholders.

**H. Class On-line discussions (CO 1-7)**

Students will participate in assigned discussions

**COURSE EVALUATION**

A. Assignments

B. Reading analysis will be evaluated using a rubric created by the instructor.

D. Diagnostic Action Plan will be evaluated using a rubric developed by the instructor.

Please note: B & C above are included in assignment D.

E. Instructional (lesson) Plans.

F. Complete COE Observational Instrument of Video tape of lesson.

G. Case study will be evaluated using a rubric developed by the instructor.

H. Students will participate in on-line discussions.

**Grading Scale**

Letter Grade	Percentage	Numerical Grade
A	93 - 100	290-269
B	85 - 92	268-246
C	75 - 64	245-217
D-F	74 and below	216-0

**Please note: (1) the grading scale is higher for all courses with a READ prefix and, (2) there is no credit for a D or F**

**Grade of Incomplete**

According to the Valdosta State University catalogue, "A report of I (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status

during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an I is not changed to a letter grade within one calendar year, it will be changed to the grade F [or U, if appropriate].”

### **Late Submission**

All deadlines for assignments, quizzes, etc. have been clearly identified in the “Course Calendar” section in Blazeview. Please become familiar with these deadlines as no late submissions will be accepted. It is suggested that candidates submit work earlier than the deadline to account for any issues (i.e. technical) that may arise during the submission process.

### **LiveText Submission**

Candidates are required to submit a Diagnostic Action Plan and a Case Study via LiveText for this course. No other avenues of submission will be accepted (i.e. blazeview, email). As previously stated, no late submissions will be graded and a grade of 0 will be recorded. Please be advised that software must be purchased in order to submit. Valdosta State University was a website that should assist you with this process. [www.valdosta.edu/coe/LiveText.shtml](http://www.valdosta.edu/coe/LiveText.shtml)

## **PROFESSIONALISM**

### *STATEMENT ON ACADEMIC INTEGRITY*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp> ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### *DESCRIPTION OF ACADEMIC DISHONESTY*

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

### **DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES POLICY STATEMENT ON PLAGIARISM**

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

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

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

#### FIRST OFFENSE:

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

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education and Human Services Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education and Human Services 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](mailto:access@valdosta.edu).

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@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>.

### **SUBMIT AN ASSIGNMENT AS A PORTFOLIO ARTIFACT**

You will submit assignment artifacts after loading them into your portfolio throughout your program of study. Your instructor will assess each required artifact.

- I. Complete the assignment page in your portfolio
  1. Click on the **Documents** tab and open your portfolio, then open the artifact page for the current assignment.
  2. Upload your assignment file(s) in the appropriate section.

3. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - a) The Description section can be very brief.
  - b) In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - c) In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - d) In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

II. Hide all pages except your current assignment page.

4. Click on **Manage Pages** at the top of the page.
5. Click in the box next to **Title**. This will select all pages.
6. Click in the box next to your current assignment. This will unselect that page.
7. Click on **Hide** at the top of the page.
8. Click on **Save and Finish**.

III. Submit your assignment for assessment.

9. Click the **Submit Assignment** button on the top of the document (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
10. Select the corresponding academic term in the Term dropdown menu.
11. Choose the corresponding course assignment on the list.
12. Click on the **Submit Assignment** button (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
13. The **Submission** tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

**INSTRUCTOR**

Name:  
Office Number:  
Telephone Number:  
Email Address:  
Office Hours:

RECEIVED

DEC 13 2013

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

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

Current Catalog Page Number: 91

Proposed Effective Date for Curriculum Change: (Month/Year): 9/2014

Degree & Program Name: (e.g., BFA, Art): M.S. Marriage & Family Therapy

Present Requirements: Required Course Work

Area I: Theoretical Foundations... 5 hours
MFTH 7101\*... 3 hours
MFTH 7103... 2 hours

\*Additional Theoretical Foundations included in MFTH 6800

Area II: Clinical Practice... 15 hours
MFTH 7102, MFTH 7400, MFTH 7601... 9 hours
MFTH 7602, MFTH 7700... 6 hours

Area III: Individual Development & Family Relations... 9 hours
MFTH 6700, MFTH 7500, MFTH 7050... 9 hours

Areas IV: Professional Identity & Ethics... 5 hours
MFTH 6800... 3 hours
MFTH 7350, MFTH 7880... 2 hours

Area V: Research... 3 hours
MFTH 7200... 3 hours

Area VI: Electives... minimum of 5 hours
MFTH 7900... 6 hours
SOCI 7021... 3 hours
MFTH 7510... 3 hours
MFTH 7550... 3 hours

MFTH 7650 Special Topics in MFTH... 1 hour each

Other approved courses
Area VII: Supervised Clinical Practice... 18 hours
(1 year, minimum 500 hours direct client contact)

MFTH 7 600 Practicum... 18 hours

Total Required for the Degree.. minimum of 60 semester hours

Proposed Requirements (Underline changes after printing this form: Required Course Work

Area I: Theoretical Foundations... 8 hours
MFTH 6900... 3 hours
MFTH 7103... 2 hours
MFTH 7101\*... 3 hours

\*Additional Theoretical Foundations included in MFTH 6800

Area II: Clinical Practice... 15 hours
MFTH 7102, MFTH 7400, MFTH 7601... 9 hours
MFTH 7602, MFTH 7700... 6 hours

Area III: Individual Development & Family Relations... 6 hours
MFTH 7500, MFTH 7050... 6 hours

Areas IV: Professional Identity & Ethics... 5 hours
MFTH 6800... 3 hours
MFTH 7350, MFTH 7880... 2 hours

Area V: Research... 3 hours
MFTH 7200... 3 hours

Area VI: Electives... minimum of 5 hours
MFTH 6700... 3 hours
MFTH 7900... 6 hours
SOCI 7021... 3 hours
MFTH 7510... 3 hours
MFTH 7550... 3 hours

MFTH 7650 Special Topics in MFTH... 1 hour each

Other approved courses
Area VII: Supervised Clinical Practice... 18 hours
(1 year, minimum 500 hours direct client contact)

MFTH 7600 Practicum... 18 hours

Total Required for the Degree... minimum of 60 semester hours

Justification:

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

Improve student learning outcomes: The request makes a Special Topics course, Foundations of

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Family Therapy, a required course and makes Family Sociology, currently a required course, an elective. Our current required theoretical coursework is not sufficient to provide the framework to support the clinical rigor students encounter in the advanced stages of their clinical work; Foundations of Family Therapy, heretofore a Special Topics elective course, has been used to fill this gap for many years. This request makes Foundations of Family Therapy a requirement rather than an elective. MFTH 6700 Family Sociology does not support the theoretical nor clinical priorities of the program or assist the department in meeting accreditation standards. Moving MFTH 6700 to an elective course creates room for a needed required theoretical course and gives the department the flexibility to offer MFTH 6700 when student demand indicates the need.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies: Our accrediting body, the Commission on Accreditation of Marriage & Family Therapy Educators (COAMFTE), has intensified the focus on clinical competency and coursework that leads to skill development; moving MFTH 6700 to an elective creates room in our curriculum to add coursework (MFTH 6900 Foundation of Family Therapy) that helps the department meet the changing priorities of COAMFTE. MFTH 6700 Family Sociology does not support the theoretical nor clinical priorities of the program or assist the department in meeting accreditation standards.

Other:

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Information received from the Exit Survey has prompted these changes.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Information received from the Curriculum Map which maps the Professional MFT Principles (core elements that inform our accreditation standards) against course content have prompted these changes.

**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, Exit Survey, Alumni Survey, & Program Student Advisory Council Annual Assessment of SLOs.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Employer & Internship Supervisor Satisfaction Survey, Infusion of Diversity into the Curriculum Assessment, & the Curriculum Map (an accreditation tool that maps the Professional MFT Principles against course content).

**Approvals:**



Department Head: <i>Kathy Jh</i>	Date: <i>11/13/13</i>
College/Division Exec. Committee: <i>Dr</i>	Date: <i>11/14/13</i>
Dean(s)/Director(s): <i>Dr</i>	Date: <i>11/14/13</i>
Grad. Exec. Committee: (for graduate course) <i>J. T. J. R. A</i>	Date: <i>1-31-14</i>
Graduate Dean: (for graduate course) <i>J. T. J. R. A</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

DEC 13 2013

Date of Submission: 10/13/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Department Initiating Request:

Marriage & Family Therapy

Faculty Member Requesting:

Kate Warner

Proposed New Course Prefix & Number:

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

MFTH 6900

Proposed New Course Title:

Foundations of Family Therapy

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)  
Foundations of FT

Semester/Year to be Effective:

Fall/2014

Estimated Frequency of Course Offering:

1 time per 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.) Introduction to postmodern theory & social constructionism. There will be a focus on understanding human interaction, meaning making, and problem resolution through both relational and narrative lenses. Students will explore the relationship between meaning, language, stories, and cultural discourses.

**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 request makes Foundations of Family Therapy, a required course. This course has been taught as a Special Topics course to fill a gap in our theoretical offerings. Our current required theoretical coursework is not sufficient to provide the framework to support the clinical rigor students encounter in the advances stages of their clinical work.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Our accrediting body, the Commission on Accreditation of Marriage & Family Therapy Educators (COAMFTE), has intensified the focus on the translation of theory to practice, clinical competency, and coursework that leads to skill development. This course helps the department meet the changing priorities of COAMFTE.

Other:

Source of Data to Support Suggested Change:

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

from the Exit Survey has prompts these changes.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Information received from the Curriculum Map which maps the Professional MFT Principles (core elements that inform our accreditation standars) against course content have prompted these changes.

**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, Exit Survey, Alumni Survey, & Program Student Advisory Council Annual Assessment of SLOs.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Employer & Internship Supervisor Satisfaction Survey, Infusion of Diversity into the Curriculum Assessment, & the Curriculum Map (an accreditation tool that maps the Professional MFT Principles against course content).
- Other:

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

Approvals:		
Dept. Head:	<i>Kathy D.</i>	Date: 11/13/2013
College/Division Exec. Comm.:	<i>DM</i>	Date: 11/14/13
Dean/Director:	<i>DM</i>	Date: 11/14/13
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. P. A.</i>	Date: 1-31-14
Graduate Dean: (for graduate course):	<i>J. T. J. P. A.</i>	Date: 1-31-14
Academic Committee:		Date:

Form last updated: January 6, 2010

**Valdosta State University**  
**Department of Marriage & Family Therapy**  
**MFTH 6900 Foundations of Family Therapy**

**Course Description**

Introduction to postmodern theory & social constructionism. There will be a focus on understanding human interaction, meaning making, and problem resolution through both relational and narrative lenses. Students will explore the relationship between meaning, language, stories, and cultural discourses.

**Department of Marriage & Family Therapy Student Learning Outcomes (SLOs):**

1. Practice from a culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health agencies.
4. Claim the professional identity of Marriage and Family

**Syllabi Specific Learning Objectives linked to SLOs**

Upon successful completion of this course students will:

1. Demonstrate an understanding of postmodern theory. (Student Learning Outcomes: 1, 4)
2. Demonstrate understanding that the social construction of reality can be used to make sense of human interaction, meaning making, problem construction, and problem resolution. (Student Learning Outcomes: 1, 2)
3. Demonstrate sensitivity to the ways individual and cultural narratives shape each other, especially in relation to issues of diversity. (Student Learning Outcomes: 1, 2)
4. Demonstrate an understanding of the relationship between language, stories, the social construction of knowledge, and cultural narratives - especially in relation to the life experiences of marginalized populations, embracing otherness, and examining one's own socio-cultural position. (Student Learning Outcomes: 1, 2, 4)

**Assignments for this course linked to SLOs**

Public Conversations Project Facilitation & Participation	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens SLO 4: Claim the professional identity of Marriage and Family Therapy
Public Conversations Project Paper	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens SLO 4: Claim the professional identity of Marriage and Family Therapy
Postmodernism Research Paper	SLO 1: Practice from a culturally sensitive lens

	SLO 2: Practice from a systemic lens
Final Exam	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens SLO 4: Claim the professional identity of Marriage and Family Therapy
6 Word Memoir	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens

**Use of Grading Rubrics:**

A grading rubric will be used for all major assignments. When a rubric is not included in your syllabus or on the web-based learning portal for this class, the *MFT Program Academic Assignment Evaluation Tool* will be used for papers, posters, or presentations. For written exams, the MFT Exam Evaluation Tool will be used. Both rubrics can be found and downloaded on the Resources for Students page of the MFT website.

**Access Office for Students with Disabilities**

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 – South, 1500 N. Patterson Street, Valdosta, GA 31698-0280. The phone numbers are: 229-245-2498 (Voice), 229-375-5871 (VP), 229-219-1348 (TTY), 229-245-3788 (Fax). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**The Student Success Center (SSC)**

The SSC at Valdosta State University is located in Langdale Residence Hall and is available to all students. They provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. You can reach them at 229-333-7570 or email them at [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

**Required Readings**

1. Anderson, H. (1997). *Conversation, language, and possibilities: A postmodern approach to therapy*. New York: BasicBooks.
2. Freedman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities*. New York: W.W. Norton.
3. Gergen, K. (2009). *An invitation to social construction (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage.
4. Madsen, W.C. (2009). Collaborative helping: A practice framework for family-centered services. *Family Process*, 48(1), 103-116.
5. Monk, G., & Gehart, D.R. (2003). Sociopolitical activist or conversational partner? Distinguishing the position of the therapist in narrative and collaborative therapies. *Family Process*, 42(1), 19-30.
6. Sutherland, O. (2007). Therapist positioning and power in discursive therapies: A comparative analysis. *Contemporary Family Therapy*, 29, 193-209.

### Recommended Readings

1. Besley, A.C. (2002). Foucault and the turn to narrative therapy. *British Journal of Guidance & Counseling, 30*(2), 125-143.
2. Cheon, H.S., & Murphy, M.J. (2007). The self-of-the-therapist awakened: Postmodern approaches to the use of self in marriage and family therapy. *Journal of Feminist Family Therapy, 19*(1), 1-16.
3. Gergen, K. (2001). Relational processes for ethical outcomes. *Journal of Systemic Therapies, 20*(4), 1-2.
4. Hoffman, L. (1990). Constructing realities: An art of lenses. *Family Process, 29*(1), 1-12.
5. Hoffman, L. (1998). Setting aside the model in family therapy lenses. *Family Process, 24*(2), 145-156.
6. Madsen, W. C. (1999). *Collaborative therapy with multi-stressed families: From old problems to new futures*. New York: Guilford.
7. McGoldrick, M. (1998). *Re-Visioning family therapy (2<sup>nd</sup> ed.): Race, culture, and gender in clinical practice*. New York: Guilford Press.
8. Mills, S., & Sprenkle, D. (1995). Family therapy in a postmodern era. *Helping Contemporary Families, 44*(4), 368-376.
9. Semmler, P.L., & Williams, C.B. (2000). Narrative therapy: A storied context for multicultural counseling. *Journal of Multicultural Counseling and Development, 28*(1), 51-62.
10. White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. Adelaide, South Australia: W.W. Norton.

### Assignments

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
1. Six Word Memoir	5	Aug. 22
2. Postmodern Research Paper	40	Oct. 3
3. PCP Participation & Facilitation	10	Weekly Self-Evals
4. PCP Reflection Paper	20	Nov. 7
5. Final Exam	25	Nov. 21
Total Possible Points	100	
*Bonus Points for SOI		5 TBA

### Grading Scale

A = 90-100%

- Excellent – Meets all or most categorical expectations with high frequency and quality

B = 80-89%

- Good – Consistently meets expectations of most categories with quality

C = 70-79%

- Adequate – Meets some categorical expectations with quality but insufficiently meets other categorical expectations

D = 60-69%

- Inadequate – Insufficiently and frequently fails to meet most categorical expectations

F = 50-59%

- Fail – Insufficiently and frequently fails to meet all categorical expectations

### Evaluation of Written Work

1. **Graduate level writing:** To what extent is the paper clear, concise, coherent/organized, & comprehensive? Unless otherwise specified, all written work should adhere to APA conventions and include a cover sheet and reference list. However, you can omit the abstract. Poor writing, organization, and clarity will significantly reduce your grade.
2. **Critical Thinking/Analysis:** How well were you able to comprehend and engage with concepts from Postmodern theory and Social constructionism? How well were you able to think about the course material from a contextually informed and systemic perspective? How clearly did you demonstrate the ability to apply a postmodern and social constructionist framework to understanding social phenomena presented in texts, research, and movies? How well were you able to relate Postmodern thinking and Social constructionist ideas to consider the intersections of: race, class, gender, sexual orientation, migration status, religious beliefs/spirituality, and disability status?
3. **Self-Reflection:** How engaged were you with the course content? How well were you able to draw from your personal experiences and relate it to the course content? How well did you self-reflect upon your own taken-for-granted beliefs and assumptions, and allow yourself to shift/not shift? How well did you receive feedback from your instructor and peers?
4. **Research Integration:** How well did you integrate and synthesize relevant research? How well did you use research to support your ideas?
5. **Clinical Application and/or Practice:** How well were you able to integrate content from the readings & discussions into your clinical framework and relate it to family therapy? How well were you able to apply constructionist ideas to your thinking around problem formation?

### Late Assignment Policy

All assignments are expected to be turned in on time, no later than 15 minutes after class begins on the day the assignment is due. Staple the pages together in the upper left-hand corner. **Papers that are turned-in late will be subject to a 10% point deduction per day that it is late.**

Please do not ask me to make exceptions to grading policies. In fairness to those students who meet the requirements and time parameters as defined in the syllabus, I am unlikely to make



exceptions on an individual basis.

### **A Note on Academic Integrity**

I expect that all students are aware of VSU's policies regarding academic dishonesty and plagiarism. All students are expected to do their own work and to uphold a high standard of academic ethics. If you are found to have plagiarized material, this will result in a meeting and possible report to the university.

### **List of Assignments**

#### **1. Attendance & In-class Participation – 0 points**

Do not ask me for permission to miss class. The decision is always yours. However, when you know that you will miss class, I always appreciate the professional courtesy of advance notice. In addition, missing classes or consistently arriving late for class or leaving early can negatively impact your final grade. **Missing more than 2 classes (excluding emergency situations) may result in a full letter grade deduction.** As per VSU University Attendance Policy, any student who misses more than 20% of the scheduled classes may be subject to receive a failing grade in the course.

You are encouraged to actively participate. Passive participation is not sufficient for you to fully benefit from this class. Please decide to take an active part in creating a community of engaged scholarship. The voice and involvement of each person is important. Ask questions, make observations and comments, and display respectful curiosity about how your colleagues are making sense of the material we are exploring.

**Electronic devices:** Please put your cell phones and other electronic devices on silent mode or vibrate mode to reduce the distraction to your classmates and instructor. Do not view text messages during class. If you need to view a text message or a missed call, please step out of the classroom to handle your personal business. If you are on an emergency call, please talk to me before class about how to monitor your communication device. You will be allowed to use computers in this class, however to facilitate a climate of learning and to reduce the distractions for yourself and others, please refrain from engagement in social media or other personal business.

#### **2. Six Word Memoir – 5 points**

Family Therapy is all about the stories people have to tell us about their lives, and all about personal narrative. The essential tools therapists have at their disposal are their theories and their words. Given that words and talk are elemental to the therapeutic endeavor, it is amazing that so little attention has been given to the way we use words in therapy.

Postmodernism and its attendant theories have long been rooted in attention to words, narrative, and exploring the meaning making processes. Stories, meaning, and metaphor are central to the current development of Family Therapy theory.

6 Word Memoirs are very short stories that depend mightily on metaphor. While Six Word

Memoirs often use metaphors, just as often, they *are* metaphors. 6 Word Memoirs are working to capture a life story, in something very small—just 6 words.

Your assignment is to play with language, and metaphor—and write your own 6 Word Memoir.

For example: The novelist, Ernest Hemingway, Once asked to write a full story in six words, responded: "For Sale: baby shoes, never worn." (From Talk of the Nation, February 7, 2008: <http://www.npr.org/templates/story/story.php?storyId=18768430>)

\*For additional examples, please refer to the Six Word Memoirs found at the end of this syllabus.

### 3. Public Conversations Project (PCP) Facilitation & Participation – 10 points

The Public Conversations Project helps people with fundamental disagreements over divisive issues develop the mutual understanding and trust essential for collaborative relationships and positive community action. In part, this occurs by helping people establish conversations that are intended to deepen the understanding of “the other” rather than for the purpose of convincing others to change.

Throughout this class you will learn about the Public Conversations Project. Part of what you will be challenged to do is “lean forward” and learn to listen to the perspectives, views, attitudes, and lived experiences of others that may dramatically differ from you.

You will lead a Public Conversations Project discussion and participate in a series of weekly conversations as a discussion member. I strongly encourage you to visit the website of the Public Conversations Project at: <http://www.publicconversations.org/pcp/index.asp>. It is filled with materials and information that you will be expected to apply as a PCP participant and facilitator.

- **Facilitators:** After your discussion, you will ask your colleagues for feedback about your facilitation. Ask them questions that do more than ask, “How did I do?” For instance: What were my strengths? What do I need to work on? Did I surprise you in any way? You may also add your own questions to this list. Take notes regarding your experience as well as the feedback you received. You will be required to reflect back on your experiences as a facilitator and a participant, as you write your PCP reflection paper.
- **Participants:** After PCP groups each week, you will complete a brief “self-evaluation” as it relates to your interaction with the PCP process. You will submit this through a weekly dropbox on Blazeview. Your self-evaluation should be submitted as a ‘Word’ document and include/address each of the following:
  1. Write your name and identify whether you were a participant or facilitator
  2. What I struggled with this week
  3. What I did well or made improvements on this week

DEC 13 2013

<p><b>Request for a Revised Course</b> Valdosta State University</p>		<p>VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL</p>
<p><b>Date of Submission:</b> 09/27/2013 (mm/dd/yyyy)</p>		
<p><b>Department Initiating Revision:</b> Marriage &amp; Family Therapy</p>	<p><b>Faculty Member Requesting Revision:</b> Kate Warner</p>	
<p><b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MFTH 6700 Family Sociology.</p>		
<p><b>List Current and Requested Revisions:</b></p>		
<p><b>Current:</b> Course Prefix and Number: MFTH 6700 Family Sociology Credit Hours: 3 Course Title: Family Sociology. Pre-requisites: Course Description: Also offered as SOCI 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families and other relevant issues.</p>	<p><b>Requested:</b> Course Prefix and Number: MFTH 6700 Family Sociology Credit Hours: 3 Course Title: Family Sociology. Pre-requisites: Course Description: <u>The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families and other relevant issues.</u></p>	
<p><b>Semester/Year to be Effective:</b> Fall/2014</p>	<p><b>Estimated Frequency of Course Offering:</b> 1 time per year</p>	
<p><b>Indicate if Course will be :</b>    <input type="checkbox"/> Requirement for Major    <input checked="" type="checkbox"/> Elective</p>		
<p><b>Justification:</b> (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 checked="" type="checkbox"/> Improving student learning outcomes: Note, this class is also affected by our Request for a Curriculum Change; it will be moving from a required course to an elective course.</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Our accrediting body, the Commission on Accreditation of Marriage &amp; Family Therapy Educators (COAMFTE), has intensified the focus on clinical competency and coursework that leads to skill development; moving this class to an elective creates room in our curriculum to add coursework that matches the changing priorities of COAMFTE. MFTH 6700 Family Sociology does not support the theoretical or clinical priorities of the program or assist the department in meeting accreditation</p>		

standards.

Other: Because the MFT program moved from the Department of Sociology, Anthropology, & Criminal Justice in the College of Arts and Sciences to an independent department in the College of Education and Health Services, the class will no longer be cross listed as a sociology class.

**Plans for assessing the effectiveness of the course:** Paper, journal, and genogram, using rubrics that are tied to Student Learning Outcomes.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/14/13
Dept. Head: <i>Kurtly [Signature]</i>	Date: 11/13/13
Dean/Director: <i>[Signature]</i>	Date: 11/14/13
Graduate Exec. Comm.(if needed): <i>J. T. J. Pla</i>	Date: 1-31-14
Graduate Dean (if needed): <i>J. T. J. Pla</i>	Date: 1-31-14
Academic Committee:	Date:

Form last updated: November 13, 2013

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**Request for a Revised Course**  
Valdosta State University

DEC 13 2013

**Date of Submission:** 09/24/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Revision:**  
Marriage & Family Therapy

**Faculty Member Requesting Revision:**  
Kate Warner

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

MFTH 6800 Orientation to MFT Practice and Ethics

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MFTH 6800  
Credit Hours: 3  
Course Title: Orientation to MFT Practice and Ethics  
Pre-requisites:  
Course Description: Introduces students to the basic epistemological issues in marriage and family therapy, history of the field and current developments, professional socialization and organizations, ethics and values associated with the practice of MFT. Self awareness critical to practice is also addressed.

**Requested:**  
Course Prefix and Number: MFTH 6800  
Credit Hours: 3  
Course Title: Relational Theory, Practice and Ethics  
Pre-requisites:  
Course Description: Introduces students to the basic epistemological theories and practices in marriage and family therapy, history of the field and current developments, and the ethics and values associated with a systemic orientation to change. Students are expected to cultivate the ability to practice from a systemic lens.

**Semester/Year to be Effective:**  
Fall/2014

**Estimated Frequency of Course Offering:**  
1 time 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: Changes to the name and the course description reflect a closer link between theoretical knowledge and the practice skills that are required to practice from a systemic lens; this reflects a practice ethic that is key to the program mission, student learning outcomes, and Commission on Accreditation for Marriage & Family Therapy Education standards. The new course description includes language from our student learning outcomes (SLO 2: Practice from a systemic lens) and language that supports another student learning outcome (SLO 3: Claim the identity of Marriage & Family Therapist).

Adopting current best practice(s) in field: See "Improving student learning outcomes," above

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Commission on Accreditation for Marriage & Family Therapy Education standards. See "Improving student learning outcomes," above.

Other:

**Plans for assessing the effectiveness of the course:** In-class essay exams, research paper, and an essay assignment using rubrics that are tied to Student Learning Outcomes.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/13/13
Dept. Head: <i>Kathy Wu</i>	Date: 11/13/13
Dean/Director: <i>[Signature]</i>	Date: 11/14/13
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: 1-31-14
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: 1-31-14
Academic Committee:	Date:

Form last updated: November 13, 2013



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Request for a Revised Course  
Valdosta State University

DEC 13 2013

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 09/24/2013 (mm/dd/yyyy)

Department Initiating Revision:  
Marriage & Family Therapy

Faculty Member Requesting Revision:  
Kate Warner

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

MFTH 7050 Class, Gender, and Ethnic Issues in Applied Settings.

List Current and Requested Revisions:

Current:

Course Prefix and Number: MFTH 7050  
Credit Hours: 3

Course Title: Class, Gender, and Ethnic Issues  
in Applied Settings

Pre-requisites: Prerequisite: MFTH 6800 or  
SOC1 7011

Course Description: Also listed as SOC1 7050.  
Prerequisite: MFTH 6800 or SOC1 7011. An  
in-depth study of the sensitivities needed by  
family therapists and other social science  
practitioners to the issues of social class,  
gender, and ethnicity. Addresses the interface  
between professional responsibilities and  
ethics and the social and political context of  
treatment. A multicultural perspective is to be  
developed by each student.

Requested:

Course Prefix and Number: MFTH 7050  
Credit Hours: 3

Course Title: Diversity, Inclusion, & Social  
Justice

Course Abbreviation for Transcript: Diversity,  
Inclusion, & S. J. (28 characters)

Pre-requisites: Prerequisite: MFTH 6800

Course Description: Prerequisite: MFTH 6800.  
An in-depth study of the skills, sensitivities,  
and theoretical ideas needed by family  
therapists to encounter otherness and navigate  
the interface between professional  
responsibilities, ethics, social justice, and the  
social and political context of treatment.  
Students are expected to cultivate the ability to  
practice from a culturally sensitive lens.

Semester/Year to be Effective:  
Fall/2014

Estimated Frequency of Course Offering:  
1 time 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: Changes to the name and the course description reflect the expanded scope of the class to address multiple categories of diversity and difference (beyond the current narrow confines of class, gender, and ethnic issues), including those that are required by the Commission on Accreditation for Marriage & Family Therapy Education. The course description includes language from our student learning outcomes (SLO 1: Practice from a culturally sensitive lens).

Adopting current best practice(s) in field: These changes amplify best practices that link

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theory and practice as well as teach family therapy skills that foster inclusion of diverse client populations.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Changes reflect the expanded scope of the class to meet the diversity content requirements of the Commission on Accreditation for Marriage & Family Therapy Education. The course description includes language that links accreditation requirements to one of our student learning outcomes (SLO 1: Practice from a culturally sensitive lens).

Other: Because the MFT program moved from the department of Sociology, Anthropology, & Criminal Justice in the College of Arts and Sciences to an independent department in the College of Education and Health Services, the class will no longer be cross listed as a sociology class or rely on SOCI 7011 as a prerequisite.

**Plans for assessing the effectiveness of the course:** Paper, journal, cultural genogram, and assessment of clinical skills using rubrics that are tied to Student Learning Outcomes ●

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/14/10
Dept. Head: <i>Kathy [Signature]</i>	Date: 11/13/13
Dean/Director: <i>[Signature]</i>	Date: 11/14/10
Graduate Exec. Comm.(if needed): <i>J. T. J. Plat</i>	Date: 1-31-14
Graduate Dean (if needed): <i>J. T. J. Plat</i>	Date: 1-31-14
Academic Committee:	Date:

Form last updated: November 13, 2013

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Request for a Revised Course  
Valdosta State University

DEC 13 2013

Date of Submission: 09/27/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Department Initiating Revision:

Marriage & Family Therapy

Faculty Member Requesting Revision:

Kate Warner

Current Course Prefix, Title, & Number:

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

MFTH 7500 Development in the Family System.

List Current and Requested Revisions:

Current:

Course Prefix and Number: MFTH 7500  
Credit Hours: 3

Course Title: Development in the Family System

Pre-requisites:

Course Description: Also offered as SOCI 7500. Human growth and development within the family system. Includes theories of individual development, developmental tasks over the family life cycle, normative and non-normative change, processes of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice emphasized.

Requested:

Course Prefix and Number: MFTH 7500  
Credit Hours: 3

Course Title: Development in the Family System

Pre-requisites:

Course Description: Human growth and development within the family system. Includes theories of individual development, developmental tasks over the family life cycle, normative and non-normative change, processes of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice emphasized.

Semester/Year to be Effective:

Fall/2014

Estimated Frequency of Course Offering:

1 time 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: Because the MFT program moved from the Department of Sociology, Anthropology, & Criminal Justice in the College of Arts and Sciences to an independent department in the College of Education and Health Services, the class will no longer be cross listed as a sociology class.

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**Plans for assessing the effectiveness of the course:** Paper, journal, and genogram, using rubrics that are tied to Student Learning Outcomes.

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: <i>11/14/13</i>
Dept. Head: <i>Kathy Jh</i>	Date: <i>11/13/13</i>
Dean/Director: <i>DM</i>	Date: <i>11/14/13</i>
Graduate Exec. Comm.(if needed): <i>J - T. Jella</i>	Date: <i>1-31-14</i>
Graduate Dean (if needed): <i>J - T. Jella</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: November 13, 2013

NOV 27 2013

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

- Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum

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

**Current Catalog Page Number:**  
129

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

**Degree & Program Name:**  
(e.g., BFA, Art): MMP, Music Performance

**Present Requirements:**

Required Music Core Courses .....9 hours  
MUSC 7010 Music Theory.....3 hours  
MUSC 7020 Music History.....3 hours  
MUSC 7050 Music Research  
and Bibliography.....2 hours  
Advanced Pedagogy.....1 hour

Music Ensembles and  
Guided Electives.....11 hours  
Minimum of 4 hours in Music Ensembles  
Minimum of 5 hours in Guided Electives

**Proposed Requirements (Underline changes after printing this form:**

Required Music Core Courses.....10 hours  
MUSC 7010 Music Theory.....3 hours  
MUSC 7020 Music History.....3 hours  
MUSC 7050 Music Research  
and Bibliography.....3 hours  
Advanced Pedagogy.....1 hour

Music Ensembles and  
Guided Electives .....10 hours  
Minimum of 4 hours in Music Ensembles  
Minimum of 4 hours in Guided Electives

**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: Strengthens research component of the Master of Music Performance degree.
- 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.) Results of research-based courses such as MUSC 7020 Music History and the Graduate Music Comprehensive Exams indicate a need to strengthen the

research component of the MMP.

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

**Data Sources:**

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.  
 **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Results of research-based courses and Graduate Music Comprehensive Exams will be analyzed and compared to previous results.

**Approvals:**

Department Head:

*[Signature]*

Date:

*11/14/13*

College/Division Exec. Committee:

*[Signature]*

Date:

*11/14/13*

Dean(s)/Director(s):

*[Signature]*

Date:

*11/14/13*

Grad. Exec. Committee:  
(for graduate course)

*J. T. J. [Signature]*

Date:

*1-31-14*

Graduate Dean:  
(for graduate course)

*J. T. J. [Signature]*

Date:

*1-31-14*

Academic Committee:

Date:

Form last updated: January 6, 2010



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

**RECEIVED**

NOV 22 2013

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>Current Catalogue Page Number:</b> 128	<b>Proposed Effective Date for Revised Catalogue Copy:</b> (new or revised) August 1, 2014
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**Degree and Program Name:** Master of Music Education

<p><b>Present Requirements:</b></p> <p>Guided Electives.....11 hours              Credits for private applied lessons and music ensembles may not exceed a total of 4 hours.              Electives may include a thesis of 6 credit hours (MUE 7999).</p>	<p><b>Proposed Requirements:</b> (highlight changes after printing)</p> <p>Guided Electives.....11 hours              Credits for private applied lessons and music ensembles may not exceed a total of <u>8 hours</u>.              Electives may include a thesis of 6 credit hours (MUE 7999).</p>
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**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

Improving Student Learning Outcomes : Expands elective area options in the Master of Music Education degree.

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. **Meets requests from present and prospective MMEd students for expanded applied study and ensemble options.**

**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. **Number of students who will take more applied lessons and ensembles.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<b>Approvals:</b>		
Department Head:	<i>[Signature]</i>	Date: 11/14/13
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 11/14/13
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 11/14/13
Graduate Exec. Comm.: (for grad program)	<i>J. T. Jolly</i>	Date: 1-31-14
Graduate Dean: (for grad program)	<i>J. T. Jolly</i>	Date: 1-31-14
Academic Committee:		Date:

Form last updated: January 6, 2010

orig rec'd 11/22/13  
G.S.

<b>REQUEST FOR A NEW COURSE</b> Valdosta State University		
<b>Date of Submission:</b> 10/12/13 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> Music	<b>Faculty Member Requesting:</b> Dr. Lyle Indergaard	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUSC 5512	<b>Proposed New Course Title:</b> Choral Literature II  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Choral Literature II	
<b>Semester/Year to be Effective:</b> Fall '14	<b>Estimated Frequency of Course Offering:</b> As needed.	
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 2	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 2
<b>Proposed Course Description:</b> (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.) Study of choral literature from the Classical, Romantic, and Contemporary Eras.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Strengthens elective area in the Master of Music Performance degree. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
<b>Source of Data to Support Suggested Change:</b> <input type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Addresses the need for more in-depth elective offerings as evidenced by the results of the Graduate Recital and Graduate Music Comprehensive Exams.		

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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.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Analysis of the results of the Graduate Recital and Graduate Music Comprehensive Exams.
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>29 FMM</i>	Date: <i>11/14/13</i>
College/Division Exec. Comm.:	<i>[Signature]</i> <i>U G</i>	Date: <i>11/14/13</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>11/14/13</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. J. PA</i>	Date: <i>2-3-14</i>
Graduate Dean: (for graduate course):	<i>J. J. PA</i>	Date: <i>2-3-14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

## MUSC 5512: CHORAL LITERATURE II (2-0-2)

Days/Times: TBA

Classroom: FA 260A

Instructor: Paul Neal

Email: [paneal@valdosta.edu](mailto:paneal@valdosta.edu) Phone: 229.333.5812

Office Room: FA 244A

Office Hours: TBA

**CATALOGUE DESCRIPTION:** Study of choral literature from the Classical, Romantic, and Contemporary Eras.

**RATIONALE:** This course has been designed to give an overview of sacred choral literature from an historical perspective (musical period, genre, composers, practice, style).

**TEXT:** Shrock, Dennis. Choral Repertoire. New York: Oxford University Press, 2009.; selected music scores of literature being studied, acquired either through purchase or library check-out.

**COURSE OBJECTIVES:** Upon successful completion of this course, students will:

1. Analyze a choral score from the perspective of a conductor and rehearsal technician. (Music Graduate Outcomes 2 & 4, p. 120; NASM Graduate Outcomes 3a, p. 105)
2. Develop a basic familiarity with historically significant genres of sacred choral literature and the composers of those genres. (Music Graduate Outcomes 2 & 3, p. 120; NASM Graduate Outcomes 3b, p. 105)
3. Develop skills in choosing sacred choral literature appropriate for the study and performance of specific types and ages of choral ensembles.
4. Explore choices and practices of choral programming. (Music Graduate Outcomes 4, 5 & 8, p. 120, NASM Graduate Outcomes 3a, p. 105)
5. Improve research techniques and discover sources for finding quality sacred choral literature. (Music Graduate Outcomes 4, 5 & 8, p. 120, NASM Graduate Outcomes 3a, p. 105)

**EVALUATION:** Evaluation will be based on the following:

**Oral Presentations** (50 points each, 200 points total) - Each student will be assigned four (4) specific composers from the text and specific scores from the library. The student will then prepare a class presentation about each composer, drawing on the appropriate texts, general and musical reference works (Sadie, New Grove Dictionary of Music and Musicians; Randel, New Harvard Dictionary of Music; Slonimsky, Bakers Biographical Dictionary of Music; Jeffers, Translations and Annotations of Choral Repertoire, etc.). Each presentation should include listening examples and a detailed handout for each classmate.

**Listening Mid-term** (100 points) - Random excerpts of sacred choral music will be played. Students will be tested on recognition, style, period, title, movement, and composer of each work.

**Listening and Written Final** (200 points) - Random excerpts of choral music will be played. Students will be tested on recognition, style, period, title, movement, and composer of each

work. In addition, students will be assigned twelve (12) specific composers and must know their entire choral compositional output as well as the development of four (4) different choral genres. The final will include four (4) composers and two (2) genres.

**Final Notebook** (100 points) - Throughout the semester, each student is required to take detailed notes during lectures and student demonstrations. At the end of the term, each student must turn in a notebook containing (in this order):

- A. Handouts and notes from class lectures, typed and presented in a clear manner.
- B. All student presentation handouts, including their own.
- C. Any other pertinent materials the student wishes to include to impress your instructor.
- D. You must pick-up your notebook after grading before a final grade will be issued.

### **Point Distribution for Semester Grade**

540 - 600 points A  
480 - 539 points B  
420 - 479 points C  
360 - 419 points D  
0 - 359 points F

**ATTENDANCE POLICY:** Because students are preparing to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. The university policy 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.

### **POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Graduate Catalogue, p. 263.

Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the *Student Handbook, Student Code of Ethics*.

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response – failure of the course.
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is



the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

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**REQUEST FOR A NEW COURSE**

Valdosta State University

NOV 22 2013

**Date of Submission:** 10/11/13 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Request:**  
Music

**Faculty Member Requesting:**  
Dr. Lyle Indergaard

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 5891

**Proposed New Course Title:**  
Pan-American Ensemble

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Pan-American Ensemble

**Semester/Year to be Effective:**  
Fall 2014

**Estimated Frequency of Course Offering:**  
Every Fall and Spring semester

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

**Lecture Hours:** 0

**Lab Hours:** 2

**Credit Hours:** 1

**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.) Study and performance of folk music from the Americas and Caribbean. Open by permission of 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:
- Adopting current best practice(s) in field: Recommendations for more chamber music offerings were made in the Spring '13 Comprehensive Program Review of the Master of Music Performance degree.
- 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. Increases chamber music options for MMP 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. Number of MMP students taking this class; evaluating SOIs of the class; analysis of professional activities of MMP graduates.

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

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>24 JMN</i>	Date: <i>11/14/13</i>
College/Division Exec. Comm.:	<i>[Signature] U76</i>	Date: <i>11/14/13</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>11/14/13</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>1-31-14</i>
Graduate Dean: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>1-31-14</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

## **MUSC 5891 Pan-American Ensemble Course Syllabus**

**COURSE:** MUSC 5891 (0-2-1)

Classroom location and room number: M/W 3-3:50pm (Music Annex North 1005)

Department of Music, College of the Arts, Valdosta State University

**INSTRUCTOR:** Dr. M. Brent Williams, MAN 1011

**Phone:** 229-259-2087

**Email:** mbwilliams@valdosta.edu

**Office Hours:** As posted

**COURSE DESCRIPTION:** Study and performance of folk music from the Americas and Caribbean. Open by permission of instructor.

### **COURSE OBJECTIVES:**

To achieve a high standard of selected works of the Pan-American repertoire.

### **EDUCATIONAL OUTCOMES:**

Students will demonstrate a high degree of competency in the performance of ensemble music. DOM #1, 2, 3; NASM XIV, B, 6a.

### **ASSIGNMENTS:**

Individual and class preparation of chosen chamber ensemble repertoire. Each student is expected to prepare individual parts outside of regular class time and perform on the ensemble's concert at the end of the semester.

### **PROCEDURES AND EXPECTATIONS:**

#### **Assessment:**

Students will be graded based on the level of preparation and effort in each rehearsal and performance. Students will be expected to attend all scheduled rehearsals and performances.

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

#### **Class Attendance:**

Every member of a chamber ensemble is important, and missed rehearsals hinder the advancement of the ensemble. Students are expected to attend all rehearsals. There will be **no unexcused absences**. Class schedule is tentative and subject to change at the instructor's discretion.

This course conforms to the official VSU policy as stated in the VSU Catalogue:

"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."

## **CONCERT DRESS:**

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, juries 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

2) Recommended attire for men: slacks, button-up collared shirt, dress shoes with socks. Tie and jacket also recommended.

3) Recommended attire for women: dress or skirt/slacks and top, modest heel. Dresses/skirts should be knee-length or below.

Any exception to this dress code must be approved by the student's applied professor or the ensemble director.

Consequences for failing to meet the dress code are at the discretion of the applied professor and/or ensemble director, and may include a lowered grade or the cancellation of the student's performance.

### **Accommodations Statement:**

Students with disabilities should inform the instructor of the disability and necessary accommodations. To receive classroom accommodations outside the instructor's resources students may/should contact the VSU Access Office.

From the VSU Catalog:

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

### **Academic Integrity:**

Below is the VSU *Academic Integrity Code*:

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

**Other information:**

The instructor expects that during class students deport themselves with the highest standards of professional courtesy.

VSU Guidelines state that all VSU-related correspondence should be conducted via VSU email addresses for both student and instructor.

**Technology, Health and Safety:**

For your health and safety, NO food or drink will be allowed in the classroom.

Technology, Cell Phones, iPods, Ear buds, headphones and other electronic devices are not permitted in this class. These devices are a distraction to a positive learning environment and may result in missed instruction or personal injury. They have also been linked to misconduct during exams. At the instructor's discretion, this policy may also apply to laptop and notebook computers. Students who don't follow proper classroom protocol or safety procedures will be noted, and grades could be affected.

RECEIVED

REQUEST FOR A NEW COURSE  
Valdosta State University

NOV 27 2013

Date of Submission: 10/11/13 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Department Initiating Request:  
Music

Faculty Member Requesting:  
Dr. Lyle Indergaard

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
MUSC 5893

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

Semester/Year to be Effective:  
Fall 2014

Estimated Frequency of Course Offering:  
Every Fall and Spring semester

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 0

Lab Hours: 2

Credit Hours: 1

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

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: Recommendations for more chamber music offerings were made in the Spring '13 Comprehensive Program Review of the Master of Music Performance degree.
- 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. Increases chamber music options for MMP 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. Number of MMP students taking this class; evaluating SOIs of this class; analysis of professional activities of MMP graduates.

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

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date:
College/Division Exec. Comm.:	<i>[Signature]</i> U16	Date: 11/14/13
Dean/Director:	<i>[Signature]</i>	Date: 11/14/13
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. Platt	Date: 1-31-14
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. Platt	Date: 1-31-14
Academic Committee:		Date:

Form last updated: January 6, 2010

# Valdosta State University Saxophone Quartet Syllabus

**COURSE:** MUSC 5893– Saxophone Quartet (0-2-1)  
Meeting Room and Time TBA

**PROFESSOR:** Dr. Joren Cain  
**Office:** Rm. 1168  
**Phone:** (229) 333-5806  
**Email:** jocain@valdosta.edu

**COURSE DESCRIPTION:** The study and performance of saxophone chamber repertoire.

## COURSE OBJECTIVES:

1. Prepare and perform a wide range of music for saxophone ensemble.
2. Refine practice, rehearsal, and performance skills.

**EDUCATIONAL OUTCOMES:** DOM #1,2,3; NASM XIV, B, 6a

1. Students will demonstrate the highest level of performance standards of saxophone chamber ensemble playing on a wide variety of repertoire.
2. Students will demonstrate performance practices appropriate to the various styles performed.

## PROCEDURES AND EXPECTATIONS:

### Grading:

Participation: Preparation	50%	}	75%
Effort	25%		
Performances:	25%		

### Music:

Parts will be provided by the instructor. Each student will be responsible for the upkeep and safe keeping of the materials provided, and these materials will be returned to Professor Cain at the end of the semester in the condition they were originally presented. Other music may be checked out by you from the library. It is your responsibility to take care of the music and return it on time, etc.

### Performances:

Participation in performances is mandatory.  
The saxophone quartet will perform on the Saxophone Studio Recital each semester.  
*Additional performances opportunities may be scheduled.*

## **PERFORMANCE DRESS CODE:**

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.

### 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

2) Attire for men: black slacks, black jacket, solid colored shirt, and tie.

3) Recommended attire for women: dress or skirt/slacks and top, modest heel. Dresses/skirts should be knee-length or below.

Any exception to this dress code must be approved by the ensemble director. Consequences for failing to meet the dress code are at the discretion of the ensemble director, and may include a lowered grade or the cancellation of the student's performance.

## **PROCEDURES AND EXPECTATIONS:**

### **Assessment:**

Students will be graded based the level of preparation and effort in each rehearsal or performance. Students will be expected to attend all scheduled rehearsals and performances.

### **Class Attendance:**

Every member of a chamber ensemble is important, and missed rehearsals hinder the advancement of the ensemble. Students are expected to attend all rehearsals – there will be **no unexcused absences**. Also, **BRING YOUR HORNS AND MUSIC**. Failure to do so will count as an absence. Your grade will be lowered one letter grade for each unexcused absence.

This course conforms to the official VSU policy as stated in the VSU Catalogue:

“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:**

Students with disabilities should inform the instructor of the disability and necessary accommodations. To receive classroom accommodations outside the instructor's resources, students may/should contact the VSU Access Office.

From the VSU Catalog:

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

**Academic Integrity:**

Below is the VSU *Academic Integrity Code*:

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

**RECEIVED**

NOV 27 2013

**REQUEST FOR A NEW COURSE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 10/11/13 (mm/dd/yyyy)

**Department Initiating Request:**  
Music

**Faculty Member Requesting:**  
Dr. Lyle Indergaard

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 5894

**Proposed New Course Title:**  
Chamber Music  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Chamber Music

**Semester/Year to be Effective:**  
Fall 2014

**Estimated Frequency of Course Offering:**  
Every Fall and Spring semester

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

**Lecture Hours:** 0

**Lab Hours:** 2

**Credit Hours:** 1

**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 ensemble course designed for the development of the professional performer and educator.

**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: Recommendations for more chamber music offerings were made in the Spring '13 Comprehensive Program Review of the Master of Music Performance degree.
- 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. Increases chamber music options for MMP 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?)



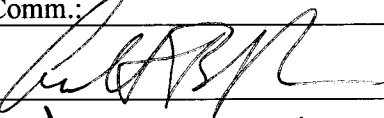
**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Number of MMP students taking the class; evaluating SOIs of the class; analysis of professional activities of MMP graduates.

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

Other:

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

Approvals:		
Dept. Head:		Date: 11/19/13
College/Division Exec. Comm.:	 C/E	Date: 11/14/13
Dean/Director:		Date: 11/14/13
Graduate Exec. Comm.: (for graduate course):	J. T. J. Ph	Date: 1-31-14
Graduate Dean: (for graduate course):	J. T. J. Ph	Date: 1-31-14
Academic Committee:		Date:

Form last updated: January 6, 2010



**Valdosta State University • The Department of Music**  
**MUSC 5894 Chamber Music (0-2-1)**  
**Course Syllabus**

**Course Administration:**

Dr. Howard Hsu, Instructor of Record

hphsu@valdosta.edu • 229.333.5841

Office FA268A • Office Hours: T 12:30–2:30 pm; Th 1:30-2:30 pm and by appt.

Pre-requisite: Permission of instructor, by audition only.

**Course Description:** An ensemble course designed for the development of the professional performer and educator.

**Course Objectives:**

1. To achieve the highest degree possible of learning and chamber music 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 chamber ensemble.
4. To gain in-depth exposure to a wide variety of chamber repertoire.
5. To use rehearsal and performing experience as preparation for professional auditions and performances.
6. To cultivate chamber music skills to create more well-rounded musicianship.

**Educational Outcomes: DOM #1, 2, 3; NASM XIV, B, 6a)**

1. Student will have mastered a variety of ensemble techniques leading to an ability to perform with competence within a small or large group.
2. Student will have learned how to listen and respond in an 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 chamber 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 and/or Chamber Music performances
3. 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 ensemble and musical issues, NOT necessarily to rehearse individual parts.

Chamber ensembles may require additional rehearsal time outside of class.

**Class Times and Locations:**

Tuesday 2:30 p.m. – 3:20 p.m.

Location: TBA

**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 (33%), playing tests (33%) and preparation and achievement in chamber music ensembles (33%).
- The Chamber Music Showcase shall serve as the Final Exam (50% of chamber music grade).

**Additional Information**

- Any student wishing to re-audition into the VSO is expected to attend, during the semester, all afternoon (T/Th 3:30–5 pm) and evening rehearsals expected of all VSO members. If a student not initially accepted into the VSO successfully re-auditions during the semester, he/she is expected to follow the syllabus attendance requirements of MUSC3860A. This attendance will be strongly taken into account during the assessment of the student when considering acceptance into the VSO.
- 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 VSO Music Director, optional rehearsals may be scheduled outside of class time.
- At the discretion of the VSO Music Director, students who have not sufficiently prepared the music may be held out of the concert.
- At the discretion of the VSO Music Director, students who have one or more unexcused absences or miss the dress rehearsal may be held out of the concert and/or dismissed from the VSO and/or String Ensemble.

**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.*

**Accommodation:**

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

**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. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students at <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>

**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 evaluations:**

Student evaluations of this class will occur online later in the semester. Students will be notified when this is available.

RECEIVED

NOV 27 2013

Request for a Revised Course  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 10/12/13 (mm/dd/yyyy)

Department Initiating Revision:  
Music

Faculty Member Requesting Revision:  
Dr. Lyle Indergaard

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 5510 Choral Literature

List Current and Requested Revisions:

Current:

Course Prefix and Number: MUSC 5510  
Credit Hours: 2-0-2  
Course Title: Choral Literature  
Pre-requisites:  
Course Description: Study of styles and eras of choral literature appropriate for a variety of ensembles.

Requested:

Course Prefix and Number: MUSC 5511  
Credit Hours: 2-0-2  
Course Title: Choral Literature I  
Pre-requisites:  
Course Description: Study of choral literature from the Medieval, Renaissance, and Baroque Eras.

Semester/Year to be Effective:  
Fall '14

Estimated Frequency of Course Offering:  
As needed.

Indicate if Course will be :  Requirement for Major  Elective

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

- Improving student learning outcomes: Strengthens elective area of the Master of Music Performance in Choral Conducting.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: Results of the Graduate Recital and the Graduate Music Comprehensive Exams in the Master of Music Performance in Choral Conducting degree.

←  
more behind degree?

Approvals:	
College/Division Exec. Comm.:	Date: 11/18/13
Dept. Head:	Date: 11/18/13
Dean/Director:	Date: 11/18/13
Graduate Exec. Comm.(if needed):	Date: 1-31-14
Graduate Dean (if needed):	Date: 1-31-14
Academic Committee:	Date:

Form last updated: November 15, 2013

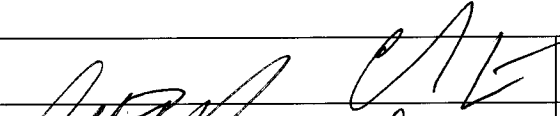

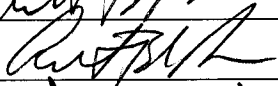
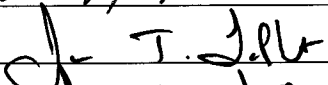
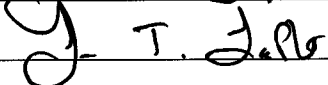
**RECEIVED**

NOV 27 2013

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>Request for a Revised Course</b> Valdosta State University	
<b>Date of Submission:</b> 10/11/13 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Music	<b>Faculty Member Requesting Revision:</b> Dr. Lyle Indergaard
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUSC 7050 Music Research and Bibliography	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: MUSC 7050 Credit Hours: 2-0-2 Course Title: Music Research and Bibliography Pre-requisites: Course Description: Development of skills for graduate-level music research.	<b>Requested:</b> Course Prefix and Number: MUSC 7050 Credit Hours: 3-0-3 Course Title: Music Research and Bibliography Pre-requisites: Course Description: Development of skills for graduate-level music research.
<b>Semester/Year to be Effective:</b> Fall '14	<b>Estimated Frequency of Course Offering:</b> Once every year
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> (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: Strengthens research component of the Master of Music Performance degree. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	
<b>Plans for assessing the effectiveness of the course:</b> Results of research-based courses such as MUSC 7020 Music History and the Graduate Music Comprehensive Exams.	

148

Approvals:	
College/Division Exec. Comm.:	 Date: 11/18/13
Dept. Head:	 Date: 11/18/13
Dean/Director:	 Date: 11/18/13
Graduate Exec. Comm.(if needed):	 Date: 1-31-14
Graduate Dean (if needed):	 Date: 1-31-14
Academic Committee:	Date:

Form last updated: November 15, 2013

RECEIVED

JAN 16 2014

Request for a Revised Course  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 11/22/2013 (mm/dd/yyyy)

Department Initiating Revision:  
Music

Faculty Member Requesting Revision:  
Dr. Lyle Indergaard

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 7240 Private Piano

List Current and Requested Revisions:

Current:

Course Prefix and Number: MUSC 7240  
Credit Hours: 4  
Course Title: Private Piano  
Pre-requisites:  
Course Description:  
Applied private piano for graduate students. Students will receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.

Requested:

Course Prefix and Number: MUSC 7240  
Credit Hours: 4  
Course Title: Private Piano  
Pre-requisites:  
Course Description:  
Applied piano for graduate piano majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.

Semester/Year to be Effective:  
Fall 2014

Estimated Frequency of Course Offering:  
as needed

Indicate if Course will be :  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.



**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: <i>U L</i>	Date: 1/14/14
Dept. Head: <i>[Signature]</i>	Date: 1/14/14
Dean/Director: <i>[Signature]</i>	Date: 1-15-14
Graduate Exec. Comm.(if needed): <i>J. T. J. PA</i>	Date: 1-31-14
Graduate Dean (if needed): <i>J. T. J. PA</i>	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 13, 2014

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JAN 16 2014

<b>Request for a Revised Course</b> Valdosta State University	VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
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<b>Date of Submission:</b> 11/22/2013 (mm/dd/yyyy)
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<b>Department Initiating Revision:</b> Music	<b>Faculty Member Requesting Revision:</b> Dr. Lyle Indergaard
---	---

<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUSC 7340 Private Strings
--

<b>List Current and Requested Revisions:</b>
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<b>Current:</b> Course Prefix and Number: MUSC 7340 Credit Hours: 4 Course Title: Private Strings Pre-requisites: Course Description: Applied or private string lessons for graduate students. Two 50-minute lessons scheduled each week. May be repeated for credit.	<b>Requested:</b> Course Prefix and Number: MUSC 7340 Credit Hours: 4 Course Title: Private Strings Pre-requisites: Course Description: Applied strings for graduate string majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.
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<b>Semester/Year to be Effective:</b> Fall 2014	<b>Estimated Frequency of Course Offering:</b> as needed
--	---

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: <i>UG</i>	Date: <i>1/14/14</i>
Dept. Head: <i>J. J. [unclear]</i>	Date: <i>1/14/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>1-15-14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [unclear]</i>	Date: <i>1-31-14</i>
Graduate Dean (if needed): <i>J. T. J. [unclear]</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: January 13, 2014

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<b>Request for a Revised Course</b> Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
<b>Date of Submission:</b> 11/22/2013 (mm/dd/yyyy)		
<b>Department Initiating Revision:</b> Music	<b>Faculty Member Requesting Revision:</b> Dr. Lyle Indergaard	
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUSC 7440 Private Voice		
<b>List Current and Requested Revisions:</b>		
<b>Current:</b> Course Prefix and Number: MUSC 7440 Credit Hours: 4 Course Title: Private Voice Pre-requisites: Course Description: Private or applied voice lessons for graduate students. Classroom requirements are two 50-minute lessons and a studio class each week. May be repeated for credit.	<b>Requested:</b> Course Prefix and Number: MUSC 7440 Credit Hours: 4 Course Title: Private Voice Pre-requisites: Course Description: Applied voice for graduate voice majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.	
<b>Semester/Year to be Effective:</b> Fall 2014	<b>Estimated Frequency of Course Offering:</b> as needed	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<b>Justification:</b> (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 checked="" type="checkbox"/> Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country. <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.		

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: <i>U</i>	Date: 1/14/14
Dept. Head: <i>97</i>	Date: 1/14/14
Dean/Director: <i>[Signature]</i>	Date: 1-15-14
Graduate Exec. Comm.(if needed): <i>J - T. J. Pla</i>	Date: 1-31-14
Graduate Dean (if needed): <i>J - T. J. Pla</i>	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 13, 2014



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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 11/22/2013 (mm/dd/yyyy)

<b>Department Initiating Revision:</b> Music	<b>Faculty Member Requesting Revision:</b> Dr. Lyle Indergaard
---	---

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 7450 Private Percussion

**List Current and Requested Revisions:**

<b>Current:</b> Course Prefix and Number: MUSC 7450 Credit Hours: 4 Course Title: Private Percussion Pre-requisites: Course Description: Applied or private percussion lessons for graduate students. Two 50-minute lessons will be scheduled each week. May be repeated for credit.	<b>Requested:</b> Course Prefix and Number: MUSC 7450 Credit Hours: 4 Course Title: Private Percussion Pre-requisites: Course Description: Applied percussion for graduate percussion majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.
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<b>Semester/Year to be Effective:</b> Fall 2014	<b>Estimated Frequency of Course Offering:</b> as needed
--	---

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.

159

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: <i>CL</i>	Date: <i>1/14/14</i>
Dept. Head: <i>S. J. J.</i>	Date: <i>1/14/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>1-15-14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Pla</i>	Date: <i>1-31-14</i>
Graduate Dean (if needed): <i>J. T. J. Pla</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: January 13, 2014

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JAN 16 2014

**Request for a Revised Course**  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 11/22/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Music

**Faculty Member Requesting Revision:**  
Dr. Lyle Indergaard

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 7640 Private Brass

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MUSC 7640  
Credit Hours: 4  
Course Title: Private Brass  
Pre-requisites:  
Course Description:  
Applied or private brass lessons for graduate students. Students receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned by the applied instructor. May be repeated for credit.

**Requested:**  
Course Prefix and Number: MUSC 7640  
Credit Hours: 4  
Course Title: Private Brass  
Pre-requisites:  
Course Description:  
Applied brass for graduate brass majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.

**Semester/Year to be Effective:**  
Fall 2014

**Estimated Frequency of Course Offering:**  
as needed

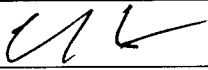

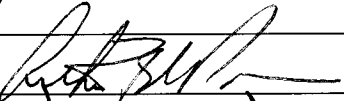
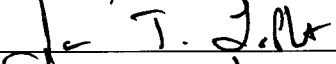
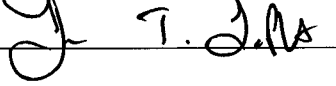
**Indicate if Course will be :**  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.

1602

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: 	Date: 1/14/14
Dept. Head: 	Date: 1/14/14
Dean/Director: 	Date: 1-15-14
Graduate Exec. Comm.(if needed):  T. J. A.	Date: 1-31-14
Graduate Dean (if needed):  T. J. A.	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 13, 2014

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>Request for a Revised Course</b> Valdosta State University	
<b>Date of Submission:</b> 11/22/2013 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Music	<b>Faculty Member Requesting Revision:</b> Dr. Lyle Indergaard
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUSC 7777 Private Collaborative Piano	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: MUSC 7777 Credit Hours: 4 Course Title: Private Collaborative Piano Pre-requisites: Course Description: Applied private collaborative piano for graduate students. Students will receive two 50-minute lessons each week and attend studio classes, recitals, and other designated events as assigned in applied instruction. May be repeated for credit.	<b>Requested:</b> Course Prefix and Number: MUSC 7777 Credit Hours: 4 Course Title: Private Collaborative Piano Pre-requisites: Course Description: Applied collaborative piano for graduate collaborative piano majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.
<b>Semester/Year to be Effective:</b> Fall 2014	<b>Estimated Frequency of Course Offering:</b> as needed
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> (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 checked="" type="checkbox"/> Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country. <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.	

165

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.



Approvals:	
College/Division Exec. Comm.:	U/E Date: 1/14/14
Dept. Head: [Signature]	Date: 1/14/14
Dean/Director: [Signature]	Date: 1-15-14
Graduate Exec. Comm.(if needed): [Signature]	Date: 1-31-14
Graduate Dean (if needed): [Signature]	Date: 1-31-14
Academic Committee:	Date:

Form last updated: January 13, 2014

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JAN 16 2014

**Request for a Revised Course**  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 11/22/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Music

**Faculty Member Requesting Revision:**  
Dr. Lyle Indergaard

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 7840 Private Conducting

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MUSC 7840  
Credit Hours: 4  
Course Title: Private Conducting  
Pre-requisites:  
Course Description:  
Applied private conducting at the graduate level. Techniques of conducting, including refinement of physical and artistic gestures. May be repeated for credit.

**Requested:**  
Course Prefix and Number: MUSC 7840  
Credit Hours: 4  
Course Title: Private Conducting  
Pre-requisites:  
Course Description:  
Applied conducting for graduate conducting majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.

**Semester/Year to be Effective:**  
Fall 2014

**Estimated Frequency of Course Offering:**  
as needed

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: <i>ck</i>	Date: <i>1/14/14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>1/14/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>1-15-14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Ph</i>	Date: <i>1-31-14</i>
Graduate Dean (if needed): <i>J. T. J. Ph</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: January 13, 2014

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JAN 16 2014

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 11/22/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Music

**Faculty Member Requesting Revision:**  
Dr. Lyle Indergaard

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUSC 7940 Private Woodwinds

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MUSC 7940  
Credit Hours: 4  
Course Title: Private Woodwinds  
Pre-requisites:  
Course Description:  
Applied of private woodwind instruction for graduate students. Students receive two 50-minute lessons each week and attend studio class, recitals, and other designated events as assigned by the applied instructor. May be repeated for credit.

**Requested:**  
Course Prefix and Number: MUSC 7940  
Credit Hours: 4  
Course Title: Private Woodwinds  
Pre-requisites:  
Course Description:  
Applied woodwinds for graduate woodwind majors. Studio requirements include one 50-minute lesson each week. May be repeated for credit.

**Semester/Year to be Effective:**  
Fall 2014

**Estimated Frequency of Course Offering:**  
as needed

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: One 50-minute applied lesson each week is standard throughout the country.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The reduction of contact hours will enable faculty to accept more applied students and teach a greater variety of classes.

**Plans for assessing the effectiveness of the course:** Analysis of recruiting success of prospective MMP students; analysis of performance success in ensembles and solo performances, including the Graduate Recital.

Approvals:	
College/Division Exec. Comm.: <i>U ✓</i>	Date: <i>1/14/14</i>
Dept. Head: <i>27 J. J. [Signature]</i>	Date: <i>1/14/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>1-14-14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: <i>1-31-14</i>
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: <i>1-31-14</i>
Academic Committee:	Date:

Form last updated: January 13, 2014

For Informational purposes

**From:** Douglas G Farwell  
**Sent:** Monday, December 09, 2013 4:57 PM  
**To:** Arthur Blake Pearce; James T. LaPlant  
**Subject:** Reactivation of graduate course

Dean Pearce and LaPlant,

I would like to officially request the reactivation of MUE 7999 Thesis in Music Education-M.M.Ed. This was deactivated in 2011, but we have a current graduate student-Will Majors, who has asked to do the thesis option as part of his degree program. He has a research project approved already by Dr. Lynn Corbin who will be his advisor and he is on track to graduate next December, 2014 with the M.M.Ed.

Consider this request as Department approval. Dean Pearce, with your approval then Dean LaPlant can then approve and send to Graduate Executive committee who can then submit to academic committee. According to Dr. Gravett, this is an "information" item and does not need paperwork for approvals.

Thank you for your assistance.

Doug

Dr. Doug Farwell, Interim Head, Music Department  
Executive Director, Valdosta Symphony Orchestra  
Professor of Music-Trombone  
Valdosta State University, Valdosta, GA 31698  
229-333-5804, [dfarwell@valdosta.edu](mailto:dfarwell@valdosta.edu)

**RECEIVED**

JAN 02 2014

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL



## Teresa Crisp Williams

---

**From:** James T. LaPlant  
**Sent:** Thursday, January 02, 2014 5:02 PM  
**To:** Teresa Crisp Williams  
**Subject:** FW: Reactivation of graduate course

Teresa,

This email trail could serve as our request to Graduate Executive Committee to reactivate the course.

Thanks,

James

**From:** Arthur Blake Pearce  
**Sent:** Thursday, January 02, 2014 4:38 PM  
**To:** James T. LaPlant  
**Subject:** RE: Reactivation of graduate course

Yes, If we can reactivate the course that would be great

thanks

ABP  
*A. Blake Pearce*  
*Dean, College of the Arts*  
*Valdosta State University*  
*229-333-5832*

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**From:** James T. LaPlant  
**Sent:** Thursday, January 2, 2014 3:20 PM  
**To:** Arthur Blake Pearce  
**Cc:** Teresa Crisp Williams  
**Subject:** FW: Reactivation of graduate course

Dear Blake,

Happy New Year! Does the request below have your permission to move forward to Graduate Executive Committee? If so, it is just fine to send confirmation via email.

Thanks,

James