

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
March 6, 2017**

**2:30 p.m.**

**Rose Room  
University Center**

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

ACADEMIC COMMITTEE  
AGENDA  
March 6, 2017

1. Minutes of the February 13, 2017 meeting. (pages 1-3) were approved by email February 21, 2017.
2. **COLLEGE OF THE ARTS**
  - a. New course THEA 3850 (pages 4-12)
  - b. New course THEA 4950 (pages 13-23)
3. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. Revised course prerequisites CSD 3010 (pages 24-26)
  - b. Revised requirements for MLIS – optional track in Reference Sources and Services (pages 27-28)
  - c. Revised Student Learning Outcomes for the MLIS (pages 29-30)
  - d. Revised catalogue Student Learning Outcomes for the MLIS (pages 31-33)
  - e. Revised admission requirements for the MFT program (pages 34-36)
  - f. Revised catalogue copy for the Department of Early Childhood and Special Education (pages 37-40)
  - g. Revised senior college curriculum for the BSED in Early Childhood Education (pages 41-44)
  - h. Revised course title, and description ECED 4790 (pages 45-47)
  - i. Revised course title, and description ECED 4420 (pages 48-50)
  - j. Revised requirements for the EDS in School Counseling (pages 51-53)
  - k. Revised catalogue copy for the EDS in School Counseling (pages 54-56)
  - l. Revised catalogue copy for the admission requirements EDS in School Counseling (pages 57-59)
  - m. Revised admission requirements for the EDS in School Counseling (pages 60-62)
  - n. Revised grading mode and description SCHC 8891 (pages 63-64)
  - o. Revised prerequisites for SCHC 8160 (pages 65-67)
  - p. Revised prerequisites for PSYC 8300 (pages 68-70)
  - q. Revised course description, and prerequisite KSPE 1241 (pages 71-77)
  - r. Revised course prerequisite and description KSPE 1260 (pages 78-84)
  - s. New course KSPE 1011 (pages 85-90)
  - t. New course KSPE 1280 (pages 91-96)
  - u. New course KSPE 2081 (pages 97-104)
  - v. Revised curriculum for the BSED in Special Education – Deaf Education (pages 105-107)
  - w. Revised course descriptions – DEAF 5010, DEAF 5020, DEAF 5310, DEAF 5370, DEAF 5380, DEAF 6000, DEAF 6010, DEAF 6020, DEAF 6100, DEAF 6110, and DEAF 6030 (pages 108-112)
  - x. Revised catalogue copy for the BSED in American Sign Language/English Interpreting (pages 113-116)
  - y. Revised course prerequisites DEAF 3120 (pages 117-118)
  - z. Revised course prerequisites INTP 4030 (pages 119-121)
  - aa. Revised course description INTP 2998 (pages 122-124)
  - bb. Revised course prerequisites INTP 4010 (pages 125-127)
  - cc. Revised course prerequisites INTP 4020 (pages 128-130)
  - dd. Revised course prerequisites INTP 4040 (pages 131-133)
  - ee. Revised course prerequisites INTP 4050 (pages 134-136)
  - ff. Revised course prerequisites and description INTP 4060 (pages 137-139)
  - gg. Revised course prerequisites and description INTP 4070 (pages 140-142)
  - hh. Revised course title, prerequisites, and description INTP 4080 (pages 143-145)
  - ii. Revised curriculum for the MAT in MSED (pages 146-148)
  - jj. Revised grading mode and description MSED 6010 (pages 149-151)
  - kk. Revised credit hours, prerequisites, and description MSED 6020 (pages 152-154)
  - ll. Revised credit hours, prerequisites, and description MSED 6200 (pages 155-157)
  - mm. New course MSED 6021 (pages 158-166)
  - nn. New course MSED 6201 (pages 167-175)
  - oo. Revised course title KSPE 7130 (pages 176-178)
4. **COLLEGE OF NURSING AND HEALTH SCIENCES**
  - a. New program – Bachelor of Science in Health Sciences (pages 179-181)
  - b. Revised catalogue copy for the Bachelor of Science in Health Sciences (pages 182-186)
  - c. New course HSHS 3000 (pages 187-196)
  - d. New course HSHS 3100 (pages 197-206)
  - e. New course HSHS 3110L (pages 207-215)
  - f. New course HSHS 3250 (pages 216-225)
  - g. New course HSHS 3300 (pages 226-235)
  - h. New course HSHS 3310L (pages 236-245)
  - i. New course HSHS 3350 (pages 246-255)
  - j. New course HSHS 3400 (pages 256-264)
  - k. New course HSHS 3410L (pages 265-273)
  - l. New course HSHS 3600 (pages 274-282)
  - m. New course HSHS 3700 (pages 283-291)
  - n. New course HSHS 3800 (pages 292-300)
  - o. New course HSHS 3900 (pages 301-309)

- p. New course HSHS 3950 (pages 310-318)
- q. New course HSHS 4000 (pages 319-327)
- r. New course HSHS 4050 (pages 328-336)
- s. New course HSHS 4060L (pages 337-345)
- t. New course HSHS 4100 (pages 346-355)
- u. New course HSHS 4110L (pages 356-364)
- v. New course HSHS 4200 (pages 365-373)
- w. New course HSHS 4500 (pages 374-382)
- x. New course HSHS 4650 (pages 383-391)
- y. New course HSHS 4800 (pages 392-400)
- z. New course HSHS 4810L (pages 401-409)
- aa. New course HSHS 4900 (pages 410-418)

## 5. COLLEGE OF THE ARTS AND SCIENCES

- a. Inclusion of ARAB 1001 into the Core Curriculum (pages 419-444)
- b. Inclusion of ARAB 1002 into the Core Curriculum (pages 445-468)
- c. Inclusion of ARAB 2001 into the Core Curriculum (pages 469-494)
- d. Inclusion of ARAB 2002 into the Core Curriculum (pages 495-520)
- e. Revised prerequisites MATH 2008 (pages 521-524)
- f. Revised admission requirements for the BS in Criminal Justice (pages 525-526)
- g. Revised requirements for the minor in Criminal Justice (pages 527-532)
- h. Revised course description LEAS 4802 (pages 533-535)
- i. New course LEAS 4270 (pages 536-545)
- j. New course LEAS 4280 (pages 546-556)
- k. New course LEAS 4290 (pages 557-566)
- l. Revised curriculum for the BA in English – Journalism and Editing Track (pages 567-568)
- m. Revised curriculum for the BA in English – Literature, Language, and Letters Track (pages 569-572)
- n. Deactivation of the BA in English – Professional Writing Track (pages 573-574)
- o. New minor English Studies (pages 575-578)
- p. New certificate On-line Writing (pages 579-581)
- q. New course ENGL 3340 (pages 582-593)
- r. New course ENGL 4480 (pages 594-600)
- s. Revised course title, prerequisite, and description ENGL 4630 (pages 601-603)
- t. Revised course prerequisite, and description ENGL 4350 (pages 604-606)
- u. Revised course title ENGL 3010 (pages 607-609)
- v. Revised course title ENGL 3060 (pages 610-611)
- w. Revised course prefix ENGL 3400 (pages 612-613). Deactivation CWCL 3400.
- x. Revised course prefix, prerequisite, and description ENGL 4410 (pages 614-616). Deactivation CWCL 4410.
- y. Revised course prefix, prerequisite, and description ENGL 4440 (pages 617-619). Deactivation CWCL 4440.
- z. Revised course prefix, prerequisite, and description ENGL 4460 (pages 620-622). Deactivation CWCL 4460.
- aa. Revised prerequisite AFAM 3220 (pages 623-625)
- bb. Revised prerequisite ENGL 3110 (pages 626-627)
- cc. Revised prerequisite ENGL 3120 (pages 628-629)
- dd. Revised prerequisite ENGL 3210 (pages 630-631)
- ee. Revised prerequisite ENGL 3215 (pages 632-633)
- ff. Revised prerequisite ENGL 4110 (pages 634-636)
- gg. Revised prerequisite ENGL 4120 (pages 637-639)
- hh. Revised prerequisite ENGL 4130 (pages 640-642)
- ii. Revised prerequisite ENGL 4140 (pages 643-645)
- jj. Revised prerequisite ENGL 4145 (pages 646-648)
- kk. Revised prerequisite ENGL 4150 (pages 649-651)
- ll. Revised prerequisite ENGL 4160 (pages 652-653)
- mm. Revised prerequisite ENGL 4210 (pages 654-656)
- nn. Revised prerequisite ENGL 4220 (pages 657-659)
- oo. Revised prerequisite ENGL 4230 (pages 660-662)
- pp. Revised prerequisite ENGL 4240 (pages 663-665)
- qq. Revised prerequisite ENGL 4250 (pages 666-668)
- rr. Revised prerequisite ENGL 4300 (pages 669-671)
- ss. Revised prerequisite ENGL 4310 (pages 672-674)
- tt. Revised prerequisite ENGL 4320 (pages 675-677)
- uu. Revised prerequisite ENGL 4330 (pages 678-680)
- vv. Revised prerequisite ENGL 4340 (pages 681-683)
- ww. Revised prerequisite ENGL 4360 (pages 684-686)
- xx. Revised prerequisite ENGL 4600 (pages 687-689)
- yy. Revised prerequisite ENGL 4610 (pages 690-692)
- zz. Revised prerequisite ENGL 4620 (pages 693-695)
- aaa. Revised prerequisite ENGL 4640 (pages 696-698)
- bbb. Revised prerequisite JOUR 4570 (pages 699-701)
- ccc. Revised prerequisite LING 4000 (pages 702-704)
- ddd. Revised prerequisite LING 4160 (pages 705-707)

**6. 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 minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES

February 13, 2017

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 13, 2017. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Dr. Frank Flaherty (Proxy Ms. Catherine Bowers), Dr. Bobbie Ticknor, Dr. Gary Futrell, Dr. Gary Futrell (Proxy Dr. Patti Campbell), Dr. Ellis Heath (Proxy Ms. Sarah Arnett), Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Eugene Asola, Dr. Lars Leaders, Ms. Kwanza Thomas, Dr. Michelle Ritter (Proxy Ms. Laura Carter), Dr. Xiaoi Ren (Proxy) Ms. Jessica Lee and Dr. Xiaoi Ren.

Members Absent: Ms. Catherine Bowers, Dr. Patti Campbell, Ms. Sarah Arnett, Mr. Craig Hawkins, Dr. Nicole Cox, Ms. Laura Carter, and Ms. Jessica Lee.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Lai Orenduff, Mr. Michael Schmidt, Dr. Doug Farwell, Dr. Mike Savoie, Dr. R. Gladwin, Dr. Sonya Sanderson, Dr. Lynn Minor, and Ms. Teresa Williams.

The Minutes of the January 9, 2017 meeting were approved by email on January 17, 2017. (pages 1-3).

**A. College of Business**

1. Revised degree requirements for the MACC were approved effective Fall Semester 2017. (pages 4-5).
2. Revised catalogue copy for the MACC was approved effective Fall Semester 2017. (pages 6-8).
3. New course, Master of Accountancy (MACC) 7700, "Advanced Managerial Accounting", (ADVANCED MANAGERIAL ACCOUNTING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the last sentence of course description deleted. (pages 9-14).

**B. Honors College**

1. Revised course description and prerequisite, Honors (HONS) 3330, "Honors Option Credit, (HONORS OPTION CREDIT – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2017 with "Maybe taken more than once" added to the course description. (pages 15-17).
2. Revised credit hours, Honors (HONS) 4990, "Honors Senior Portfolio, (HONORS SENIOR PORTFOLIO – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2017. (pages 18-19).
3. New course, Honors (HONS) 2990, "Experiential Activity, (EXPERIENTIAL – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2017. (pages 20-24).
4. Revised catalogue copy for the Honors College was approved effective Fall Semester 2017. (pages 25-30).

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

1. Revised course title and description, Kinesiology/Physical Education (KSPE) 1010, "Mind, Body, Strength, and Fitness", (MIND, BODY, STRENGTH & FITNESS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2017 with the description changed to read ...yoga, circuit... (pages 31-33).
2. Revised curriculum for the MED in Instructional Technology – P-12 Technology Applications was approved effective Fall Semester 2017. (pages 34-36).
3. Revised catalogue copy for the MED in Instructional Technology – P-12 Technology Applications was approved effective Fall Semester 2017. (pages 37-39).
4. Revised curriculum for the MED in Instructional Technology – Non P-12 Technology Applications was approved effective Fall Semester 2017. (pages 40-42).

5. Revised catalogue copy for the MED in Instructional Technology – Non P-12 Technology Applications was approved effective Fall Semester 2017. (pages 43-45).
6. New course, Instructional Technology (ITED) 7090, “Applied for Instructional Technology”, (APPLICATION FOR ITED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 46-52).

**D. College of the Arts**

1. Reactivation, revised title, and description, Perspective Course (PERS) 2360, “The Development of Rock and Roll”, (DEVELOPMENT OF ROCK AND ROLL – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2017. (pages 53-56).
2. Deactivation of PERS 2330H was noted effective Fall Semester 2017. (pages 57-58).
3. Revised catalogue copy for the MMED – graduation requirements was approved effective Fall Semester 2017. (pages 59-62).
4. Revised catalogue copy for the MMED – retention-dismissal-readmission policy was approved effective Fall Semester 2017. (pages 63-66).
5. Revised catalogue copy for the MMP – retention-dismissal-readmission policy was approved effective Fall Semester 2017. (pages 67-70).
6. Revised catalogue copy for the MMP – graduation requirements was approved effective Fall Semester 2017. (pages 71-74).

**E. College of Arts and Sciences**

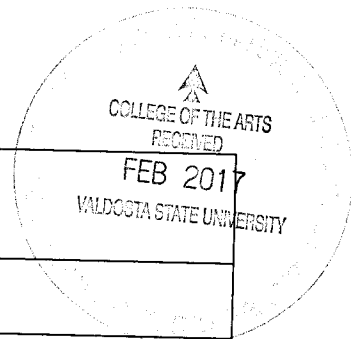
1. New certificate for Teaching College English (MA) was approved effective Fall Semester 2017. (pages 75-77). \*\*\*BOR Notification Required\*\*\*
2. New certificate for Teaching College English (MAESLAT) was approved effective Fall Semester 2017. (pages 78-80). \*\*\*BOR Notification Required\*\*\*
3. Revised catalogue copy Department of Modern and Classical Languages – English to Speakers of Other Languages Certificate was approved effective Fall Semester 2017. (pages 81-84).
4. Revised catalogue copy Department of Modern and Classical Languages – English to Speakers of Other Languages Endorsement was approved effective Fall Semester 2017. (pages 85-87).
5. Revised curriculum for the MAT in Education – concentration English to Speakers of Other Languages was approved effective Fall Semester 2017. (pages 88-91).
6. New curriculum – MAT in Education – concentrations English to Speakers of Other Languages and Foreign Language Education Online was approved effective Fall Semester 2017. (pages 92-95).
7. Revised catalogue copy for the MAT in Education – concentrations English to Speakers of Other Languages and Foreign Language Education Online was approved effective Fall Semester 2017. (96-99).
8. New course, English to Spker Other Languag (ESOL) 2999, “Entry to Education Profession”, (ENTRY TO THE EDUCATION PROF – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Summer Semester 2017. (pages 100-110).
9. New course, English to Spker Other Languag (ESOL) 6780, “Supervised Internship – Clinical Practice”, (SUP INTERN CLIN PRACT – 9 credit hours, 9 lecture hours, 0 lab hours, and 9 contact hours), was approved effective Summer Semester 2017 with the description changed to read ...6800. Graded “Satisfactory” or “Unsatisfactory”. With ESOL 6800, a capstone experience in which teaching interns implement... . (pages 111-122).
10. New course, English to Spker Other Languag (ESOL) 6790, “Student Teaching – Clinical Practice”, (STUD TEACH CLINIC PRACT – 9 credit hours, 9 lecture hours, 0 lab hours, and 9 contact hours), was approved effective Summer

Semester 2017 with the description changed to read ...6800. With ESOL 6800, a capstone experience in which student teachers implement... . (pages 123-138).

11. New course, English to Spker Other Languag (ESOL) 6800, "Clinical Practice Seminar", (CLINICAL PRACTICE SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2017 with the description changed to read ...6790. Graded "Satisfactory" or "Unsatisfactory". Capstone... . (pages 139-149).
12. New course, Foreign Language Education (FLED) 6000, "World Languages and TESOL Methods P-8", (WORLD LANG/TESOL METH P-8 – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2017. (pages 150-163). With the description changed to:  
Prerequisite: ESOL 2999 or FLED 2999. Theory and practice for the P-8 foreign language classroom. The course emphasizes the principles of foreign language pedagogy, reflection on practice, and instructional decisions that foster the success of all learners.
13. New course, Foreign Language Education (FLED) 6010, "P-8 Classroom Laboratory", (P-8 CLASSROOM LABORATORY – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2017 with the description changed to read: This laboratory experience...internship experiences. Students assume... . (pages 164-174).
14. New course, Foreign Language Education (FLED) 6780, "Supervised Internship – Clinical Practice", (SUP INTERN CLIN PRACT – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Summer Semester 2017 with the description to read ...6800. Graded "Satisfactory" or "Unsatisfactory". With FLED 6800, a capstone experience in which teaching interns implement... . (pages 175-190).
15. New course, Foreign Language Education (FLED) 6790, "Supervised Internship – Clinical Practice", (SUP INTERN CLIN PRACT – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Summer Semester 2017 with the description changed to read ...6800. With FLED 6800, a capstone experience in which student teachers implement... . (pages 191-206).
16. Reactivation, revised title and description, Foreign Language Education (FLED) 6800, "Clinical Practice Seminar", (CLINICAL PRACTICE SEMINAR – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2017 with the credit hours corrected from 6 to 3 and the description changed to read ...6790. Graded "Satisfactory" or "Unsatisfactory". Capstone... . (pages 207-217).
17. New course, Foreign Language Education (FLED) 7000, "Curriculum and Instruction of World Language and TESOL", (CURR/INSTR OF WL & TESOL – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2017 with the description changed to read ...2999. Preparation of pre-service teachers for the middle and secondary foreign language ... . (pages 218-230).
18. New course, Foreign Language Education (FLED) 7010, "6-12 Classroom Laboratory", (CURR/INSTR OF WL & TESOL – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2017 with the lab hours changed to 2 and the description changed to read ...2999. Preparation of pre-service teachers for the middle and secondary foreign language ... . (pages 231-243).
19. Revised prerequisites, and description, Spanish (SPAN) 4110, "Spanish Phonetics and Phonology", (SPANISH PHONETICS/PHONOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 244-246).

Respectfully submitted,

Stanley Jones  
Registrar



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

**Date of Submission:** 1/23/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
Communication Arts

**Faculty Member Requesting:**  
Karl B. Wildman

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
THEA 3850

**Proposed New Course Title:**  
Acting for the Camera

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Acting for the Camera

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per year

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

**Lecture Hours:** 1

**Lab Hours:** 2

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: THEA 2800. The development of techniques required to act in front of the camera.

**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: National Association of Schools of Theatre (NAST).
- Other: This proposed course will broaden the diversity of career choices upon graduation.

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

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


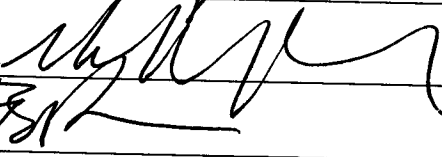



**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**  
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: 	Date: 2-13-17
College/Division Exec. Comm.: 	Date: 2.13.12
Dean/Director: 	Date: 2-13-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Communication Arts  
College of the Arts  
Valdosta State University  
**THEA 3850**  
**Master Syllabus**

**Course Title: Acting for the Camera**

1-2-2

**Catalog Description:** Prerequisites: THEA 2800. The development of techniques required to act in front of the camera.

**REQUIRED TEXTS:**

*Acting in Film: An Actor's Take on Movie Making* (The Applause Acting Series) Revised Expanded Edition Paperback – February 1, 2000 by Michael Caine

**Additional Materials**

Students will be required to source scenes and monologues from screenplays. Additional handouts will be distributed.

**Valdosta State University General Education Outcomes:**

1. Students will demonstrate understanding of society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

**Theatre Arts Major Educational Outcomes**

1. Students will "articulate" a cultural and historical perspective appropriate to their emphasis.
2. Students will "demonstrate" the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will "demonstrate" acting, technical, and design skills, based on the career goals of the individual student.
4. Students will "demonstrate" knowledge of professional opportunities for employment.

## **Course Objectives**

*Students who successfully complete this course will be able to:*

1. Demonstrate skills and techniques for on-camera performance through class exercises and presentations. (GEO 4,6; TEO 3,4)
2. Demonstrate a basic understanding of the on-camera production process. (GEO 7; TEO 3)
3. Demonstrate vocal and physical adjustments required for on-camera performance. (GEO 4,6; TEO 3)
4. Produce one on-camera solo performance or scene suitable for professional use. This will be demonstrated through a digitally recorded presentation. (GEO 3,4,6,7; TEO 1,2,3)
5. Analyze characters in a screenwriters text. This will be demonstrated through class exercises and presentations. (GEO 3,4,6,7; TEO 1,2,3)

**Course Format:** This course carries one lecture hour per week, two laboratory hours per week, two credit hours, and meets in the Fine Arts Room TBA. Students will be required to rehearse and attend Theatre and Dance Area performances outside of scheduled class time.

**Credit Hour:** The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses. A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for Lecture Courses is as follows:

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

**Laboratory Classes:** For each two contact hours of laboratory classroom instruction, students are expected to work a minimum of one hour outside normal class time completing assignments. A one credit hour laboratory course will require a minimum average of two hours per week of student outside academic activity.

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

## **Course Assignments:**

Through the use of exercises, both structured and unstructured, the student will explore the basic skills of acting in front of the camera, which include: self-awareness,

imagination, improvisation, the knowledge of camera angles, shot ranges, character subtext, and foundational work of script analysis.

Execution of the basic acting skills will be demonstrated by the student in the form of in-class performances of monologues, scene work with a partners and cold readings. Students are expected to perform fully memorized texts for performance evaluations. Written analysis may also be required prior to each performance.

**Course Evaluation:**

Students may have varying degrees of talent and experience in acting: therefore, the students cannot be graded solely on the basis of the skills and talents they bring to the class. Consideration will be given to the student's improvements and efforts that are demonstrated. Timely completion of memorization, reading assignments and written work has a significant point value toward final grade.

Participation is also a key factor in grading. Criteria for this grade include attentiveness, participation in and/or leadership of exercises, willingness to participate in class discussions, etc... in general, the TIME, EFFORT, and COMMITMENT the student displays toward this class.

Each assignment will be awarded a specific point value. Points will be tallied at the end of the semester to determine the student's final grade.

**EVALUATION:**

**Graded Work:**

Slate/Doorway Moment	5%
60-Second Monologue	10%
Scene 1	10%
On-Camera Interview	10%
Scene 3	10%
Commercial Copy/Cold Read	10%
Scene 5	10%
Exam	10%
Participation, Attendance, and Attitude	15%
Final (Film Scene)	10%
TOTAL	100%

The course concludes in a final scene performance utilizing the skills and techniques acquired throughout the semester.

**POLICY REGARDING LATE OR MISSED WORK:** Past-due (late) performance projects and written analysis will not be accepted. If you know you will miss a day of class, or a due date, you may turn in work early. Written assignments which are turned in after the due date will receive **ZERO** points. It is the students responsibility to keep track of due dates as laid out by the instructor.

**\*\* THERE ARE NO MAKE UP DAYS FOR WORKSHOPS OR PERFORMANCE DAYS! \*\*** If you miss your assigned workshop or performance day, you forfeit the points for that day. In cases of emergency or extreme circumstance, it is up to the discretion of the instructor to allow for rescheduling of a performance. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

**CLASS ATTENDANCE:** This is a performance class. Attendance is MANDATORY. You must be present to perform. If you miss class, the work cannot be made up. We learn from each other—your presence, whether or not “your performance” is involved that day, is important to the collective learning process that is engaged in this class. Attendance will be taken at the beginning of each class.

**\*You are allowed 1 unexcused absence** (Barring your assigned workshop and performance dates). Your grade will be lowered 5 pts (one half letter grade) for each additional unexcused absence. Graced absences are established through documented official university business or documented medical emergency.

**You are allowed 2 tardies** (Barring your assigned workshop and performance dates). Your grade will be lowered 3 pts for each additional tardy. Please note that it is your responsibility to notify the instructor after class that you came in late, if you come in after attendance has been taken.

**Attendance at VSU Theatre Productions:**

Students are required to see three VSU Theatre & Dance fall semester performances and be prepared to discuss them in class. Students will turn in a 2-page reaction paper for one\* of the two listed shows with special attention being paid to the use of creative imagination, physical awareness, proper vocal technique, and opening up to the creative process. **YOU MUST NOT INCLUDE A SYNOPSIS.** Do discuss individual performers. The idea is to report your observations. Draw parallels between what you observe and your work in class.

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta,

Georgia 31608, 229-333-5463.

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

**Student Opinion of Instruction:** Students will be required to complete an SOI for course evaluation purposes at the end of the semester through an online process. Dates will be announced in class when the forms will be available online.

**Student Success Center:** The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc)

Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see [www.valdosta.edu/library/services/faculty.shtml](http://www.valdosta.edu/library/services/faculty.shtml) for further information.

**Academic Integrity:** From VSU's Academic Integrity Code (the full code is available at 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 Student Code of Ethics presented in the VSU Student Handbook describes offenses of academic irregularity and possible penalties, which range from a reduced grade for the course in most instances to suspension from the University in extreme cases. The process that is to be followed is also contained in the Code of Ethics section.

Academic dishonesty/plagiarism is punishable by an F in the course.

### **Classroom Policies**

\*Please be sure to turn off/silence all electronic devices (telephones/pagers/alarms, etc) when entering the classroom. Taking photos and video recording of in-class exercises and performances without express permission from the instructor and featured students is strictly prohibited.

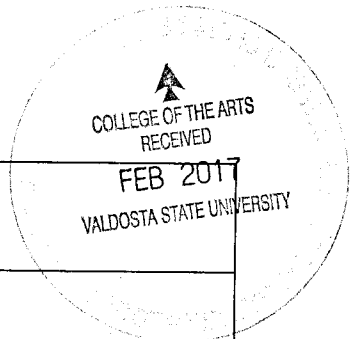
Please be sure to dress appropriately for class. Know that much of our work is physical and plan to dress accordingly.

Food, drink, and gum are not allowed in class. Water in a sealed container is permissible.

The Acting Studio must be reset/struck at the conclusion of each class. All student actors are expected to keep the space clean and free clutter and trash.

***If you read this information and return to class, then you have agreed to the terms provided and are expected to abide by them \*\*01/23/2017***





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

**Date of Submission:** 2/13/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
Communication Arts

**Faculty Member Requesting:**  
Dr. Melissa Rynn Porterfield

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
THEA 4950

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

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Every other year

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

**Lecture Hours:** 1

**Lab Hours:** 2

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: THEA 3950. The study and application of various directing styles, aesthetics, theories, skills, and techniques from historical and contemporary practitioners. The course will culminate in the workshop performance of a one-act play.

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

- Improving student learning outcomes: This course will provide more hands-on experience in the field of directing.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

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

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

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**RECEIVED**

**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?)

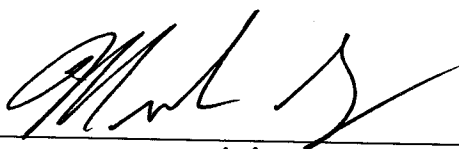

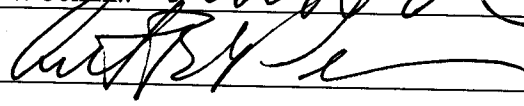
**Data Sources:**

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

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

Other:

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

<b>Approvals:</b>	
Dept. Head: 	Date: 2-13-17
College/Division Exec. Comm.: 	Date: 2.13.17
Dean/Director: 	Date: 2-13-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University  
College of the Arts Department of Communication Arts

**THEA 4950**  
**Master Syllabus**

**COURSE TITLE:** Advanced Directing

1-2-2

**COURSE PREREQUISITE AND DESCRIPTION:**

- **Prerequisite:** THEA 3950 – Fundamentals of Directing
- **Course Description:** Prerequisite: THEA 3950. The study and application of various directing styles, aesthetics, theories, skills, and techniques from historical and contemporary practitioners. The course will culminate in the workshop performance of a one-act play.

**REQUIRED TEXTS, RESOURCES, AND MATERIALS:**

- Selected Readings from: *Play Directing: Analysis, Communication, and Style* – Seventh Edition, by Francis Hodge and Michael McLain
- Other handouts, scenes, material etc. as assigned by the instructor.
- Students will be required to see at least two rehearsals of all mainstage theatrical productions during the semester. Details to follow.
- Students will be expected to submit for instructor approval a one-act play that will be the primary vehicle for the practical work of the class. Students must secure a complete copy of the script prior to submission. Details on selection criteria to follow.

**COURSE OBJECTIVES** *Students who successfully complete this course will be able to:*

1. Research, present, and demonstrate the directing styles, aesthetics, and techniques from a historical or contemporary director. (GEO 1-7; SEO 1 & 3)
2. Stage and present a one-act play. This will be a public showing of the work engaged in over the semester for this class. (GEO 3-7; SEO 1,2,3)
3. Prepare a full scale promptbook and scene analysis of the one-act play. This will be demonstrated in written work. (GEO 4,6,7; SEO 1,2,3)
4. Analyze the direction of a full-scale production in terms of the director's success in incorporating the fundamentals covered in class. This will be demonstrated through class discussions and written work. (GEO 3,5,7; SEO 1 & 3)
5. Discuss and analyze the directing work of their classmates. This will be demonstrated in written work and class discussion. (GEO 3,5,7; SEO 1 & 3)
6. Plan, conduct, and serve as a director for a one act production. (GEO 2-6; SEO 1-3)
7. Understand, communicate, and employ terminology involved in play directing, often in particular conjunction with the theories of one of the chosen exemplary directors. This will be demonstrated through class exercise, discussion, and scene and written work. (GEO 1,3,4,6; SEO 1 & 3)

### **SELECT EDUCATIONAL OUTCOMES**

1. Students will articulate "a cultural and historical perspective appropriate for their emphasis."
2. Students will demonstrate "the ability to interact and problem solve with colleagues as group participants and leaders."
3. Students will demonstrate "acting, technical, and design skills, based on the career goals of the individual student."
4. Students will demonstrate "knowledge of professional opportunities for employment."

### **VSU GENERAL EDUCATION OUTCOMES**

1. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
2. Students will use computer and information technology when appropriate.
3. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
4. Students will demonstrate knowledge of diverse cultural heritages in the arts, humanities, and the social sciences.
5. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual material.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

**Course Format:** This Course carries 2 credit hours and meets 1 lecture hour and 2 lab hours per week.

**Credit Hour:** The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses. A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for Lecture Courses is as follows:

**Laboratory Classes:** For each two contact hours of laboratory classroom instruction, students are expected to work a minimum of one hour outside normal class time completing assignments. A one credit hour laboratory course will require a minimum average of two hours per week of student outside academic activity.

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

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

### **ASSIGNMENTS and EVALUATION:**

Students will research, present, and demonstrate the directing styles, aesthetics, and techniques from a historical or contemporary director. In this unit of work, students will turn in a paper, present their findings to the class, and lead the class in a series of exercises based on the practice of the director in question.

Students will direct a one act play (to be approved by the instructor). Several rehearsals must be held at times when the instructor is available to view them and the student director will meet with the instructor immediately following the rehearsal to receive feedback, analysis, constructive criticism, and assistance.

Like homework assigned in other classes, the preparation of scenes and exercises will require work outside of class. The difference between you as a director is that you will need to cast, schedule and rehearse your work with others. Actors become available to you either through your direct invitation and/or through the unified auditions for the One Acts. You will also be asked to perform in work prepared by your classmates, both in in-class exercises and in scenes rehearsed outside of class. Each of you will be required to appear in at least one directing scene rehearsed outside of class this semester that is directed by a classmate. You may not act in a scene you are directing.

*All projects and assignments are due at the beginning of the class on the due date specified. Exceptions may be allowed only if the student has made written arrangements with the instructor at least 36 hours in advance of the due date. Not being ready to present work is not an acceptable excuse. This goes for you as well as your actors. If your actors are unprepared it will affect your grade. If your actors are not present when it is time to present your scene you will receive a zero. It is imperative that you cast actors that are dedicated and that you feel you can trust.*

Course evaluation will be based on the assignments as well as on attendance and participation. ***Please note: Attendance does not equal participation. You must be prepared for and actively engage in the discussions and other activities of the class. Evaluation of projects and assignments will involve both objective and subjective criteria.*** All scene assignments will be graded on preparation, completeness of requirements and the integration of the elements covered in class.

The course will function on a 1000 point scale. The point breakdown will be as follows:

**One Act Play: 500 points**

Presentation - 200 points

Script Analysis Documentation - 150 points

Pre-Production Work - 100 points

Peer Review of One Acts - 50 points

**Director Research and Presentation: 300 points**

Research Findings Paper – 100 points

Presentation of Research Findings – 100 points

Leading Class Exercise – 100 points

**Rehearsal Observations: 100 points (2 @ 50 points each)**

**Attendance and Participation: 100 points**

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**Course Total: 1000 points**

**COURSE POLICIES:**

**Attendance Policy: Please read carefully!**

Students are expected to attend each class session. Perfect attendance should be your goal. If you are going to be absent for any reason, you should email me immediately. In the event of your absence, it is YOUR responsibility to get any lecture notes, assignments, or other information disseminated during class from another student member of the class. The opportunity to make up any work is unlikely and will be at the discretion of the instructor.

**Each student will be allowed FOUR absences. Beginning with the fifth absence, each subsequent absence will incur a FIFTY point deduction. (There are no excused or unexcused absences – there are just classes you attend and classes you don't. In the extremely unusual event of a prolonged, serious illness or injury, please let me know immediately so that we can try to come to an alternative arrangement for the completion of course materials.)**

Being Tardy and leaving class early also has ramifications. **Three tardy arrivals/early departures will be counted as an absence. Tardiness beyond ten minutes will be considered an absence.** Each student is responsible for checking at the end of class that any tardies are not recorded as absences.

As per university policy, any student who misses more than twenty percent of the class sessions of a course, (SIX class meetings for this section – including the two allowed absences), will receive a failing grade in the course.

*Being absent when you are scheduled to present your own work or act in the work of other classmates is akin to not showing up to a performance and carries a significant penalty. The course is very tightly scheduled and it will not be possible to reschedule presentations.*

**Contacting the Instructor and Other Communication Issues:**

**Please use my VSU email account only – I will not check my email through BlazeVIEW.**

I will do everything possible to respond to emails in a timely fashion while I am on campus. Still, students should understand that often events occur that prohibit an immediate response. I will make every effort to respond as soon as possible to emails - however that response may come the next business day.

While I am often available both during office hours and at other times for questions and brief consultations, appointments are preferred if you need to have a lengthy or closed door conversation. To make an appointment, please email me with a variety of times you are available, (requests to meet outside my office hours will be considered when possible as well), from which I will select one.

Likewise, students are expected to have access to BlazeVIEW and to their VSU email account and should check their VSU email accounts daily. Scheduling for this class is complex and ever-changing and you must be vigilant in keeping up with all of its moving parts! Students. Assignments, class materials, and other information may be distributed via BlazeVIEW AND/OR email. I will make every effort to post grades on BlazeVIEW as they are completed so that each student can monitor their progress through the course.

**Signing out space in the Lab Theatre must be done directly on the schedule posted on the door to the space. Students may not sign up for more than one hour of rehearsal at a stretch.**

**Make-up and Late Work:**

*Quizzes will start at the beginning of class. If you arrive after a quiz has begun it is up to the instructor to decide if you will be allowed to take the quiz or if you have arrived too late to be accommodated. If you miss a quiz because you are absent (or late), it is your responsibility to contact the instructor via email and ask for a make-up assignment. Make-up work or alternative assignments will be determined by, and are at, the sole discretion of, the professor. Makeup assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.*

(In a repeat of previous info...) Being absent on a day that you are scheduled to present as an actor or director is akin to not showing up to a performance and carries a **significant** penalty. The course is very tightly scheduled and in all likelihood it will not be possible to reschedule class presentations.

Late assignments will lose 10% of their total point value for each class session they are late. Students who do not prep for in class assignments will be subject to a significant point loss on the assignment to be determined at the discretion of the instructor and based in part on the assignment parameters.

**Electronic Devices:**

**All phones and other electronic devices must be silenced and put away during class time. The only exception to this rule is when we are working on scheduling issues – during these times the**



**use of electronic devices is encouraged. Other than the exception for scheduling, there should be ABSOLUTELY NO ELECTRONIC DEVICES USED DURING CLASS.** Any infraction of this rule will result in a SIGNIFICANT deduction of points from your final score.

### **Plagiarism and Academic Honesty:**

Academic integrity is the responsibility of all VSU faculty and students. 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. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own, including group presentations. Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

*By taking this course, you agree that all required course work may be subject to submission review to SafeAssign, a tool within BlazeVIEW.*

### **Access Office:**

*If you are struggling and need accommodations for this class please do not wait until it is too late to make a difference. Contact the great folks over at the Access Office who can help you.* Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **The Student Success Center:**

The SSC at Valdosta State University is located in Langdale Residence Hall and is available to all students. SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. Students are strongly encouraged to take advantage of SSC services. Phone: 229-333-7570; email: [ssc@valdosta.edu](mailto:ssc@valdosta.edu) or on the web at <http://www.valdosta.edu/ssc/>

### **STUDENT OPINION OF INSTRUCTION (SOI):**

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

**Title IX Statement:**

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## **Schedule of Classes**

*(Subject to extreme change based on course needs)*

<b>Date</b>	<b>Class Activities</b>	<b>Due This Class</b>
Monday 1/9	Intro and Housekeeping	
Wednesday 1/11	On Style – One and Play Guidelines	
Friday 1/13	<b>MLK Day - No Class</b>	
Monday 1/16	Directors of Choice – List and Intro	Choose Director by the end of this class
Wednesday 1/18	Berthold Brecht	
Friday 1/20		One Act Play Submissions must be approved by this day
Monday 1/23	Elia Kazan	
Wednesday 1/25	Anne Bogart	
Friday 1/27	Unified Auditions this Day!!	
Monday 1/30	Cast Lists Finalized	Cast List and Rehearsal Schedule
Wednesday 2/1	Set up Rehearsal Visitations with Melissa	Tentative Ground plan due
Friday 2/3	Rehearsals	
Monday 2/6	Presenter #1	Presenter Directing Proj Due Revised Ground plans Due
Wednesday 2/8	Presenter #1	
Friday 2/10	Rehearsals	
Monday 2/13	Presenter #2	Presenter Directing Proj Due
Wednesday 2/15	Presenter #2	
Friday 2/15	Rehearsals	
Monday 2/20	Presenter #3	Presenter Directing Proj Due Script Analysis Due
Wednesday 2/22	Presenter #3	
Friday 2/24	Rehearsals	
Monday 2/27	Presenter #4	Presenter Directing Proj Due
Wednesday 3/1	Presenter #4	

Friday 3/3	Rehearsals	Rehearsal Observations 1 & 2 Due
Monday 3/6	Presenter #5	Presenter Directing Proj Due Revised Script Analysis Due
Wednesday 3/8	Presenter #5	
Friday 3/10	Rehearsals	
3/13 – 3/19	Spring Break No Class	
Monday 3/20	Presenter #6	Presenter Directing Proj Due
Wednesday 3/22	Presenter #6	
Friday 3/24	Rehearsals	
Monday 3/27	Presenter #7	Presenter Directing Proj Due
Wednesday 3/29	Presenter #7	
Friday 3/31	Rehearsals	Rehearsal Observations 3 & 4 Due
Monday 4/3	Presenter #8	Presenter Directing Proj Due
Wednesday 4/5	Presenter #8	
Friday 4/7	Rehearsals	
Monday 4/10	Presenter #9	Presenter Directing Proj Due
Wednesday 4/12	Presenter #9	
Friday 4/14	Rehearsals	
Monday 4/17	Presenter #10	Presenter Directing Proj Due
Wednesday 4/19	Presenter #10	
Friday 4/21	Rehearsals/Performance Week	
Monday 4/24	Performance Week	
Wednesday 4/26	Performance Week	
Friday 4/28	Performance Week	
Monday 5/1	Performance Week	All Peer Reviews Due by this date

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

**Date of Submission:** 2/21/2017 (mm/dd/yyyy)

**Department Initiating Revision:**  
 Communication Sciences and Disorders

**Faculty Member Requesting Revision:**  
 Dr. Corine Myers-Jennings

**Current Course Prefix, Title, & Number:**  
 (See course description abbreviations in the catalog for approved prefixes)  
 CSD 3010 Introduction to Communication Disorders

**List Current and Requested Revisions:**

**Current:**  
 Course Prefix and Number: CSD 3010  
 Credit Hours: 3  
 Course Title: Introduction to Communication Disorders  
 Pre-requisites: CSD 2998 or 2999  
 Course Description: An introduction to communication disorders. Terminology, etiology, and management procedures required in the practice of Speech-Language Pathology are emphasized

**Requested:**  
 Course Prefix and Number: CSD 3010  
 Credit Hours: 3  
 Course Title: Introduction to Communication Disorders  
 Pre-requisites:  
 Course Description: An introduction to communication disorders. Terminology, etiology, and management procedures required in the practice of Speech-Language Pathology are emphasized

**Semester/Year to be Effective:**  
 Fall 2017

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

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: To allow students to take the course earlier than their junior year. Student surveys indicated that they would like to know about the area to ensure this is the field in which they want to major. The course also helps them recognize the expectations of CSD students at VSU and how courses in anatomy/physiology, education, statistics, etc. support their growth as future CSD professionals.

**Plans for assessing the effectiveness of the course:** Indirect measures include SOIs and student surveys

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Minn</i>	Date: <i>2-27-17</i>
Dept. Head: <i>C. Myers-Jennings</i>	Date: <i>2-22-2017</i>
Dean/Director: <i>Lynn C. Minn</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

FEB 10 2017

**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: Online

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August 2017

Degree and Program Name: MLIS

**Present Requirements:** Optional Track in Reference Sources and Services 12 hours

MLIS7100..... 3 hours

MLIS7110, MLIS7120, MLIS7125, MLIS7130, MLIS7150, MLIS7180, MLIS7430, MLIS7950, MLIS7999.....6 hours

MLIS7960..... 3 hours

\*MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

**Proposed Requirements:** (highlight changes after printing) Optional Track in Reference Sources and Services 15 hours

MLIS7100..... 3 hours

MLIS7110, MLIS7120, MLIS7125, MLIS7130, MLIS7150, MLIS7180, MLIS7430, MLIS7950, MLIS7999.....9 hours

MLIS7960..... 3 hours

\*MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The advisory committee members consider the current requirement insufficient for students to declare the reference track and suggest to increase the minimum number of elective advanced reference courses students take from two to three.

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Track requirements were revised based on the input from faculty, student, graduates and employers.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<b>Approvals:</b>	
Department Head: <i>Linda Most</i>	Date: <i>2/07/17</i>
College/Division Exec. Committee: <i>Lynn C. Min</i>	Date: <i>2/9/17</i>
Dean(s)/Director(s): <i>Lynn C. Min</i>	Date: <i>2/9/17</i>
Graduate Exec. Comm.: (for grad program) <i>J. T. J. Ph</i>	Date: <i>2-21-17</i>
Graduate Dean: (for grad program) <i>J. T. J. Ph</i>	Date: <i>2-21-17</i>
Academic Committee:	Date:

Form last updated: January 6, 2010



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FEB 10 2017

# 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:**  
91

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/17

**Degree & Program Name:**  
(e.g., BFA, Art): MS,  
Marriage and Family Therapy

**Present Requirements:**  
 The Marriage and Family Therapy Program publishes four Student Learning Outcomes (SLO's), which satisfy accreditation standards under Version 11 of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). These SLO's are as follows:

- Upon successful completion of the MFT program, students will:
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 Therapist.

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

Under the newly released Version 12 of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), two additional SLO's (5 and 6) are proposed:

Upon successful completion of the MFT program, students will:

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 a Marriage and Family Therapist.
5. Recognize the way research shapes the field of Family Therapy.
6. Practice informed by ethics.

**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: As a result of an accreditation change of focus, the MFT program proposes adding two additional Student Learning Outcomes (SLO's 5 and 6) to the existing four. As outlined by COAMFTE's Accreditation Standards V12, Key Element I-A, accredited Marriage and Family Therapy (MFT) programs must have measurable Student Learning Outcomes (SLO) promoting the development of MFTs. SLO's are to include knowledge, practice, diversity, research, and ethics competencies that include, "a commitment to relational research congruent with the program's mission, goals, and outcomes (for example, doctoral degree programs might focus on doing specialized research in a particular area while post-degree programs and master's degree programs might focus on being informed consumers of research to improve services)" and "a perspective that includes a relational/systemic philosophy that is multiculturally-informed, and uses relational/systemic ethics in their professional endeavors."

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has published a new accreditation standard, Version 12. V12 requires that programs will have a "comprehensive and significant focus on and content in relational/systemic philosophy and ethical practice, as well as MFT knowledge, theories and research."

Other:

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SLO Assessment Survey, Alumni Survey, MFT Exit Survey, Employer Survey, Practica Evaluations.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comprehensive Exam 1 and Comprehensive Exam 2

**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. SLO Assessment Survey, Alumni Survey, MFT Exit Survey, Employer Survey, Practica Evaluations.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comprehensive Exam 1 and Comprehensive Exam 2

**Approvals:**

Department Head:

*Kathy [Signature]*

Date: 2-9-17

College/Division Exec. Committee:

*Lynn C. Minni*

Date: 1-26-17

Dean(s)/Director(s):

*Lynn C. Minni*

Date: 1-26-17

Grad. Exec. Committee:  
(for graduate course)

*T. J. [Signature]*

Date: 2-21-17

Graduate Dean:  
(for graduate course)

*T. J. [Signature]*

Date: 2-21-17

Academic Committee:

Date:

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FEB 10 2017

**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: 91

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/2017

Degree and Program Name: MS, Marriage and Family Therpay

**Present Requirements:**

Upon successful completion of the MFT program, students will:

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 Therapist.

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

Upon successful completion of the MFT program, students will:

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 a Marriage and Family Therapist.
5. **Recognize the way research shapes the field of Family Therapy.**
6. **Practice informed by ethics.**

**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 As a result of an accreditation change of focus and a new version of the accreditation standards (from V11 to V12), the MFT program proposes adding two additional Student Learning Outcomes (SLO's 5 and 6) to the existing four. As outlined by COAMFTE's new and revised Accreditation Standards Version 12, Key Element I-A, accredited Marriage and Family Therapy (MFT) programs must have measurable Student Learning Outcomes (SLO) promoting the development of MFTs. Student Learning Outcomes are to include knowledge, practice, diversity, research, and ethics competencies that include, "a commitment to relational research congruent with the program's mission, goals, and outcomes (for example, doctoral degree programs might focus on doing specialized research in a particular area while post-degree programs and master's degree programs might focus on being informed consumers of research to improve services)" and "a perspective that includes a relational/systemic philosophy that is multiculturally-informed, and uses relational/systemic ethics in their professional endeavors."

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies :The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has published a new accreditation standard, Version 12. V12 requires that programs will have a "comprehensive and significant focus on and content in relational/systemic philosophy and ethical practice, as well as MFT knowledge, theories and research."

Other

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **SLO Assessment Survey, Alumni Survey, MFT Exit Survey, Employer Survey, Practica Evaluations.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Comprehensive Exam 1 and Comprehensive Exam 2**

**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. **SLO Assessment Survey, Alumni Survey, MFT Exit Survey, Employer Survey, Practica Evaluations.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Comprehensive Exam 1 and Comprehensive Exam 2**

<u>Approvals:</u>		
Department Head:	<i>Kathy Sh</i>	Date: 2/9/17
College/Division Exec. Committee:	<i>Lynn C. Min</i>	Date: 1/26/17
Dean(s)/Director(s):	<i>Lynn C. Min</i>	Date: 1/26/17
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Plo</i>	Date: 2-21-17
Graduate Dean: (for grad program)	<i>J. T. J. Plo</i>	Date: 2-21-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 10 2017

**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:  
<http://www.valdosta.edu/colleges/education/pcft/probationary-admissions.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/2017

Degree and Program Name: **Marriage and Family Therapy**

**Present Requirements:** Students admitted on a probationary basis remain in this category for 9 semester hours of work. The grade point average for these 9 semester hours must be 3.0 or higher, and the student must meet all contingencies stipulated by the department in the acceptance letter issued by the Graduate School, in order to be reclassified as "regular" students. Because of the highly competitive nature of admissions, probationary admission cannot be guaranteed.

**Proposed Requirements:** (highlight changes after printing) Students admitted on a probationary basis must achieve a grade point average of 3.0 or higher in the first semester of graduate work, regardless of the number of credit hours attempted. Also, the student must meet all contingencies stipulated by the program in the acceptance letter issued by the Graduate School in order to be reclassified as a "regular" student. Failure to achieve a 3.0 GPA in the first semester of coursework will result in dismissal from the program. Because of the highly competitive nature of admissions, probationary admission cannot be guaranteed.

**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 Prospective students whose quantitative data (GPA, GRE, writing sample) suggest an inability to succeed at graduate-level work may be admitted probationarily when other data (interview, life experiences, reference letters) suggest otherwise. As currently written, however, probationary admission allows students to remain in the program on probationary status for several semesters, as long as a 3.0 point average is achieved the semester of graduation. It is not reasonable to expect that a student who has been unable to achieve a 3.0 GPA over several previous semesters will be able to do so the last semester. When this occurs, the student has spent a great deal of time and money over two or more years in a program from which he or she is unlikely to graduate. The MFT program faculty wants a more rigorous policy that gives faculty the flexibility to dismiss from the program those probationary students who demonstrate early in the program their inability to do graduate level work.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

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

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

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

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

**Data Sources:**

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

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

<b>Approvals:</b>		
Department Head:	<i>Kathy M</i>	Date: <i>1/26/17</i>
College/Division Exec. Committee:	<i>Lynn C. Mini</i>	Date: <i>1/26/17</i>
Dean(s)/Director(s):	<i>Lynn C. Mini</i>	Date: <i>1/26/17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. J.</i>	Date: <i>2-21-17</i>
Graduate Dean: (for grad program)	<i>J. T. J. J.</i>	Date: <i>2-21-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010



# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** Online under the Department of Early Childhood and Special Education

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

**Degree and Program Name:** B.S.Ed. in Early Childhood

**Present Requirements:**

The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5), and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5). The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

**Selected Educational Outcomes**

1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the student teaching experience by planning, delivering, and assessing appropriate instruction for pupils who represent a diverse population and who are in public school settings.
3. Program graduates will integrate technology into instruction, assessment, and communication.

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

The Department of Early Childhood and Special Education is a diverse department with a program that leads to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5). The program is designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

**Selected Educational Outcomes**

1. Program graduates will demonstrate content knowledge.
2. Program graduates will demonstrate teaching competency for an extended period of time during the clinical practice experience by planning, delivering, and assessing appropriate instruction for students who represent a diverse population and who are in public school settings.
3. Program graduates will integrate technology into instruction, assessment, and communication.
4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (students, families, and other professionals in the learning community).

**Examples of Outcome Assessments**

1. Teacher candidates in initial teacher education

4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (pupils, families, and other professionals in the learning community).

**Examples of Outcome Assessments**

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Students in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through a Teacher Work Sample (TWS).

programs will demonstrate content knowledge through passing the state-required content assessment.

2. Teacher candidates in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans, identifying use of research-validated procedures, and effective content pedagogy.
3. Teacher candidates in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-5 mentor teacher.
4. Teacher candidates in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through an Impact on Student Learning project.

**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 Wording has been changed to reflect that the Department of Early Childhood and Special Education now has one undergraduate program. The Teacher Work Sample (TWS) is no longer used as an assessment. The Impact on Student Learning project is an assessment required by the COEHS.

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The Teacher Work Sample (TWS) is no longer used as an assessment. The Impact on Student Learning project is an assessment required by the COEHS.**

**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.) **The effectiveness of the course will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards Commission.**

<b>Approvals:</b>	
Department Head: <i>Shirley P. Andrews</i>	Date: <i>2/23/17</i>
College/Division Exec. Committee: <i>Lyn C. Mini</i>	Date: <i>2/27/17</i>
Dean(s)/Director(s): <i>Lyn C. Mini</i>	Date: <i>2/27/17</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:**  
**Online under Requirements for**  
**the B.S.Ed. Degree with a**  
**Major in Early Childhood**  
**Education**

**Proposed Effective Date for**  
**Curriculum Change:**  
**(Month/Year):** Fall 2017

**Degree & Program Name:**  
**(e.g., BFA, Art):** B.S.Ed. in  
Early Childhood Education

### Present Requirements:

**Total required hours for the degree: 129**

#### Area F Requirements

**EDUC 2110 Investigating Critical and**  
**Contemporary Issues in Education      3 hours**

**EDUC 2120 Exploring Socio-Cultural**  
**Perspectives on Diversity      3 hours**

**EDUC 2130 Exploring Learning and Teaching**  
**3 hours**

**ISCI 2001 Exploring Our Ecosphere      3 hours**

**ISCI 2002 Physical Science for Early Childhood**  
**Education Teachers      3 hours**

**MATH 2008 Foundations of Numbers and**  
**Operations      3 hours**

**ECSE 2999 Entry to the Education Profession**  
**0 hours**

#### College of Education and Human Services

**Health and Physical Education Requirements**

**KSPE 2000      2 hours**

**& KSPE 2150 Health and Wellness for Life**  
**and First Aid - CPR      2 hours**

**Select two KSPE Fitness/Activity Courses**  
**1 hour each**

#### Professional Program Requirements

##### Professional Semester 1

**ECED 3190 Early Childhood Practicum and**  
**Seminar: PreK-K      2 hours**

**ECSE 3010 Planning, Instruction, and**

### Proposed Requirements (Underline changes

### after printing this form:

**Total required hours for the degree: 129**

#### Area F Requirements

**EDUC 2110 Investigating Critical and**  
**Contemporary Issues in Education      3 hours**

**EDUC 2120 Exploring Socio-Cultural Perspectives**  
**on Diversity      3 hours**

**EDUC 2130 Exploring Learning and Teaching**  
**3 hours**

**ISCI 2001 Exploring Our Ecosphere      3 hours**

**ISCI 2002 Physical Science for Early Childhood**  
**Education Teachers      3 hours**

**MATH 2008 Foundations of Numbers and**  
**Operations      3 hours**

**ECSE 2999 Entry to the Education Profession**  
**0 hours**

#### College of Education and Human Services Health

**and Physical Education Requirements**

**KSPE 2000      2 hours**

**& KSPE 2150 Health and Wellness for Life**  
**and First Aid - CPR      2 hours**

**Select two KSPE Fitness/Activity Courses**  
**1 hour each**

#### Professional Program Requirements

##### Professional Semester 1

**ECED 3190 Early Childhood Practicum and**  
**Seminar: PreK-K      2 hours**

**ECSE 3010 Planning, Instruction, and**

Area  
F

<b>Developmentally Appropriate Practices</b> 3 hours	<b>Developmentally Appropriate Practices</b> 3 hours
<b>LITR 3110 Emergent Literacy Through Children's Literature and the Arts</b> 3 hours	<b>LITR 3110 Emergent Literacy Through Children's Literature and the Arts</b> 3 hours
<b>LITR 3120 Early Literacy</b> 3 hours	<b>LITR 3120 Early Literacy</b> 3 hours
<b>MATH 3161 Mathematics for Early Childhood Teachers I</b> 3 hours	<b>MATH 3161 Mathematics for Early Childhood Teachers I</b> 3 hours
<b>SPEC 3000 Serving Students with Diverse Needs</b> 3 hours	<b>SPEC 3000 Serving Students with Diverse Needs</b> 3 hours
<b>Professional Semester 2</b>	<b>Professional Semester 2</b>
<b>ECED 3690 Early Childhood Practicum and Seminar: Grades 4-5</b> 2 hours	<b>ECED 3690 Early Childhood Practicum and Seminar: Grades 4-5</b> 2 hours
<b>ECED 4500 Science and Technology in Early Childhood Education</b> 3 hours	<b>ECED 4500 Science and Technology in Early Childhood Education</b> 3 hours
<b>ECSE 3020 Intermediate Assessment, Planning, and Instruction</b> 3 hours	<b>ECSE 3020 Intermediate Assessment, Planning, and Instruction</b> 3 hours
<b>ECSE 3210 Introduction to the Management of Learning Environments</b> 3 hours	<b>ECSE 3210 Introduction to the Management of Learning Environments</b> 3 hours
<b>LITR 3130 Developing Literacy</b> 3 hours	<b>LITR 3130 Developing Literacy</b> 3 hours
<b>MATH 3162 Mathematics for Early Childhood Teachers II</b> 3 hours	<b>MATH 3162 Mathematics for Early Childhood Teachers II</b> 3 hours
<b>Professional Semester 3</b>	<b>Professional Semester 3</b>
<b>ECED 3300 Mathematics and Technology in Early Childhood</b> 3 hours	<b>ECED 3300 Mathematics and Technology in Early Childhood</b> 3 hours
<b>ECED 4400 Social Science Methods in Early Childhood</b> 3 hours	<b>ECED 4400 Social Science Methods in Early Childhood</b> 3 hours
<b>ECED 4690 Early Childhood Practicum and Seminar: Grades 1-3</b> 2 hours	<b>ECED 4690 Early Childhood Practicum and Seminar: Grades 1-3</b> 2 hours
<b>ECSE 4010 Assessment, Planning, and Differentiated Instruction</b> 3 hours	<b>ECSE 4010 Assessment, Planning, and Differentiated Instruction</b> 3 hours
<b>LITR 4120 Literacy Assessment and Applications</b> 3 hours	<b>LITR 4120 Literacy Assessment and Applications</b> 3 hours
<b>MATH 4161 Mathematical Reasoning</b> 3 hours	<b>MATH 4161 Mathematical Reasoning</b> 3 hours

<p><b>Professional Semester 4</b>  <b>ECED 4790 Student Teaching &amp; Reflective Seminar</b>  <b>9 hours</b></p> <p><b>ECSE 4420 Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies</b>  <b>3 hours</b></p>	<p><b>Professional Semester 4</b>  <b>ECED 4790 Student Teaching in Early Childhood</b>  <b>9 hours</b></p> <p><b>ECSE 4420 Student Teaching Reflective Seminar</b>  <b>3 hours</b></p>
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**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Both student teaching courses (ECED 4790 and ECSE 4220) include the word seminar.

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

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Impact on Student Learning is an assessment required by the COEHS.

**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.) The effectiveness of the course will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards

Commission.

**Approvals:**

Department Head: *Shirley P. Andrews*

Date: 2-23-17

College/Division Exec. Committee: *Lyn C. Mi*

Date: 2-27-17

Dean(s)/Director(s): *Lyn C. Mi*

Date: 2-27-17

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010



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

**Date of Submission:** 2/15/17 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Shirley Andrews

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 4790 Student Teaching & Reflective Seminar

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECED 4790  
Credit Hours: 9  
Course Title: Student Teaching & Reflective Seminar  
Pre-requisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ECSE 4420.  
Course Description: A semester-long experience in an early childhood full-day classroom (P-5) under the direct supervision of an assigned mentor teacher and university supervisor. The seminar examines interrelationships of home, school, and community resources and other topics related to the student teaching experience.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Student Teaching in Early Childhood  
Pre-requisites:  
Course Description: A full-day, semester-long experience in early childhood K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The course title and description need to be revised because this course no longer

includes a seminar and student teaching is to be completed in K-5 classrooms.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>2-27-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>2-23-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 02/15/17 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Shirley Andrews

**Current Course Prefix, Title, & Number:**

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

ECSE 4420 Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: ECSE 4420

Credit Hours: 3

Course Title: Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies

Pre-requisites: Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75.

Corequisite: ECSE 4490 or ECED 4790.

Graded "Satisfactory" or "Unsatisfactory."

Course Description: Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding paraeducators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title: Student Teaching Reflective Seminar

Pre-requisites:

Course Description:

Examination of the nature, extent, and significance of involving families in the education of children in grades prekindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding with instructional support team members (i.e., paraprofessionals, academic coaches, etc.), and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

Indicate if Course will be :  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The course title needs to be revised because this course no longer includes classroom management. The course description needs to be revised to better align with objectives of the course.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>2-27-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>2-23-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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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:** online under Education Specialist Degree with a Major in School Counseling found at  
  
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

**Degree and Program Name:** Education Specialist Degree in School Counseling

**Present Requirements:**  
Requirements for the Ed.S. Degree with a Major in School Counseling  
Code Title Hours  
SCHC 8150  
Program Evaluation 3  
SCHC 8160  
Advanced Practice in Cognitive Behavioral Therapy 3  
SCHC 8220  
Social Justice in Professional Practice 3  
SCHC 8300  
Crisis Counseling 3  
SCHC 8891  
School Counseling Practicum I 3  
SCHC 8995  
Capstone Seminar 3  
PSYC 8200  
Child Psychopathology 3  
PSYC 8610  
Behavior Modification 3  
RSCH 8000  
Advanced Research Methodology 3  
Total Hours Required for the Degree 27  
Course List

**Proposed Requirements:** (highlight changes after printing)  
Requirements for the Ed.S. Degree with a Major in School Counseling  
Code Title Hours  
SCHC 8150  
Program Evaluation 3  
SCHC 8160  
Advanced Practice in Cognitive Behavioral Therapy 3  
SCHC 8220  
Social Justice in Professional Practice 3  
SCHC 8300  
Crisis Counseling 3  
SCHC 8891  
School Counseling Practicum I 3  
SCHC 8995  
Capstone Seminar 3  
PSYC 8200  
Child Psychopathology 3  
PSYC 8610  
Behavior Modification 3  
RSCH 8000  
Advanced Research Methodology 3  
EDUC 5999  
Professional Orientation 0  
Total Hours Required for the Degree 27  
Course List

**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 Required by the COEHS and the State of Georgia Professional Standards Commission

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **A dispositions survey and ethics survey must be completed at the start and end of the program. These assessments are completed through the no credit course EDUC 5999.**

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

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **These surveys are required for program completion according to the Professional Standards Commission. The results of student surveys are compiled at the beginning and at the end of the program and compared for growth in the areas of professional dispositions and ethics.**



<b>Approvals:</b>		
Department Head: <i>Kathy A.</i>		Date: 11/11/14
College/Division Exec. Committee: <i>Lynn C. Minn</i>		Date: 1/26/17
Dean(s)/Director(s): <i>Lynn C. Minn</i>		Date: 1/26/17
Graduate Exec. Comm. (for grad program) <i>J. T. J.</i>		Date: 2-21-17
Graduate Dean: (for grad program) <i>J. T. J.</i>		Date: 2-21-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 10 2017

**REQUEST FOR A REVISED CATALOGUE COPY**

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

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

**Current Catalogue Page Number:** online under Education Specialist Degree with a Major in School Counseling found at

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

**Degree and Program Name:** Education Specialist Degree in School Counseling

**Present Requirements:**

Requirements for the Ed.S. Degree with a Major in School Counseling

Code	Title	Hours
SCHC 8150	Program Evaluation	3
SCHC 8160	Advanced Practice in Cognitive Behavioral Therapy	3
SCHC 8220	Social Justice in Professional Practice	3
SCHC 8300	Crisis Counseling	3
SCHC 8891	School Counseling Practicum I	3
SCHC 8995	Capstone Seminar	3
PSYC 8200	Child Psychopathology	3
PSYC 8610	Behavior Modification	3
RSCH 8000	Advanced Research Methodology	3
Total Hours Required for the Degree		27
Course List		

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

Requirements for the Ed.S. Degree with a Major in School Counseling

Code	Title	Hours
<del>SCHC 8150</del>	<del>Program Evaluation</del>	<del>3</del>
<del>SCHC 8160</del>	<del>Advanced Practice in Cognitive Behavioral Therapy</del>	<del>3</del>
<del>SCHC 8220</del>	<del>Social Justice in Professional Practice</del>	<del>3</del>
<del>SCHC 8300</del>	<del>Crisis Counseling</del>	<del>3</del>
<del>SCHC 8891</del>	<del>School Counseling Practicum I</del>	<del>3</del>
<del>SCHC 8995</del>	<del>Capstone Seminar</del>	<del>3</del>
<del>PSYC 8200</del>	<del>Child Psychopathology</del>	<del>3</del>
<del>PSYC 8610</del>	<del>Behavior Modification</del>	<del>3</del>
<del>RSCH 8000</del>	<del>Advanced Research Methodology</del>	<del>3</del>
Total Hours Required for the Degree		27
Course List		

**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 Required by the COEHS and the State of Georgia Professional Standards Commission

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **A dispositions survey and ethics survey must be completed at the start and end of the program. These assessments are completed through the no credit course EDUC 5999.**

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

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **These surveys are required for program completion according to the Professional Standards Commission. The results of student surveys are compiled at the beginning and at the end of the program and compared for growth in the areas of professional dispositions and ethics.**

<b>Approvals:</b>	
Department Head: <i>Kathy D</i>	Date: 1/26/17
College/Division Exec. Committee: <i>Lynn C. Mann</i>	Date: 1/26/17
Dean(s)/Director(s): <i>Lynn C. Mann</i>	Date: 1/26/17
Graduate Exec. Comm.: (for grad program) <i>J T J</i>	Date: 2-21-17
Graduate Dean: (for grad program) <i>J T J</i>	Date: 2-21-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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# 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:** online under Education Specialist Degree with a Major in School Counseling found at the following:

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

**Degree and Program Name:** Education Specialist Degree in School Counseling

**Present Requirements:** An applicant must have one year experience working as a certified school counselor in a school setting. The one year of experience may not include practica and internships.

**Proposed Requirements:** (highlight changes after printing) An applicant must have one year experience working as a certified school counselor in a school setting. Proof of certification is required with the application to the program. The applicant must hold professional standard renewable certification in school counseling because this is a degree only program, not a certification program. The one year of experience may not include practica and internships.

**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 Georgia Professional Standards Commission
- Other

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Georgia Professional Standards Commission**
- 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. **Compliance with the Georgia Professional Standards Commission is required for the state to recognize graduates' application for advanced degree status.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<b>Approvals:</b>		
Department Head:	<i>Kathy A</i>	Date: 11/14/16
College/Division Exec. Committee:	<i>Lynn C. Minn</i>	Date: 1/26/17
Dean(s)/Director(s):	<i>Lynn C. Minn</i>	Date: 1/26/17
Graduate Exec. Comm.: (for grad program)	<i>J. T. Jlt</i>	Date: 2-21-17
Graduate Dean: (for grad program)	<i>J. T. Jlt</i>	Date: 2-21-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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# REQUEST FOR A REVISED CATALOGUE COPY

FEB 10 2017

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

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

**Current Catalogue Page Number:** online under Education Specialist Degree with a Major In School Counseling found at the following:  
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

**Degree and Program Name:** Education Specialist Degree School Counseling

**Present Requirements:** An applicant must have current (within the last 5 years) scores from the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT). The average GRE score for applicants admitted to the VSU Ed.S. in School Counseling program is 146 Verbal and 153 Quantitative. On the MAT, a minimum score of 390 is required

**Proposed Requirements:** (highlight changes after printing) An applicant must submit scores from the Graduate Record Examination (GRE) or Miller Analogy Test (MAT). Official test scores on the GRE (minimum combined score of 286 with a verbal no less than 143) or MAT (minimum score of 390).

**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 Applicants already hold master's degrees and are professionals in the field. Other VSU advanced graduate programs do not require the 5 year rule for admissions tests at the specialist level (see Education Specialist in Teacher Leadership).

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Many students who apply to our program ask about the 5 year rule for GRE or MAT scores and believe that having taken either of the tests for their master's degree shows proficiency. A comparison to a similar program, the EdS in Teacher Leadership, shows that the 5 year rule is not used for the EdS. Additionally, the proposed wording change is more straightforward.

60



**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. **Anecdotal student reported satisfaction with the application process.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Program faculty can monitor student outcomes to determine if dropping the 5 year rule leads to a difference in the quality of work from students admitted to the program.**

<b>Approvals:</b>		
Department Head:	<i>Kathy [Signature]</i>	Date: 11/14/16
College/Division Exec. Committee:	<i>Lynn C. Meier</i>	Date: 1/26/17
Dean(s)/Director(s):	<i>Lynn C. Meier</i>	Date: 1/26/17
Graduate Exec. Comm.: (for grad program)	<i>T. J. [Signature]</i>	Date: 2-21-17
Graduate Dean: (for grad program)	<i>T. J. [Signature]</i>	Date: 2-21-17
Academic Committee:		Date:

Form last updated: January 6, 2010

REVISED COURSE

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

FEB 10 2017

Select Area of Change:

Core Curriculum

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

Senior Curriculum

Graduate Curriculum

VALDOSTA STATE UNIVERSITY  
 GRADUATE SCHOOL  
Other Curriculum

Current Catalog Page Number:  
online course description for SCHC 8891

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

Proposed Effective Date  
for Curriculum Change:  
(Month/Year): Spring  
2017

Degree & Program  
Name: (e.g., BFA,  
Art): Education  
Specialist Degree in  
School Counseling

**Present Requirements: SCHC 8891. School Counseling Practicum I. 3 Hours.**  
**Prerequisite: Admission to Ed.S. School Counseling Program or permission of the instructor. The process and practice of counseling supervision and leadership in the school environment. An emphasis will be placed on the application of strategies and skills used to enhance supervision and leadership abilities.**

**Proposed Requirements (Underline changes after printing this form: SCHC 8891. School Counseling Practicum I. 3 Hours.**  
**Prerequisite: Admission to Ed.S. School Counseling Program or permission of the instructor. The process and practice of counseling supervision and leadership in the school environment. An emphasis will be placed on the application of strategies and skills used to enhance supervision and leadership abilities.**  
**This course is graded as S or U.**

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: Practicum and Internship courses are typically evaluated as S or U courses in counselor education. This change would align this course evaluation with those typical of educator programs.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

63

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. This request for change comes in part from information program faculty encounter through professional development with other counselor educators and the sharing of best practices in counselor education.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Current skill evaluation for the course is based on the traditional A, B, C scale and is not consistent with educator program standards which typically grade on the S/U scale.

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

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOI's will be used to determine student opinion of the grade change.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are evaluated on their supervision skills as presented in recordings of supervision sessions. Students demonstrating supervision skills at 80% proficiency will receive an "S" in the course.

**Approvals:**

Department Head: *Kathy M* Date: 11/14/16

College/Division Exec. Committee: *Lynn C. Min* Date: 1/26/17

Dean(s)/Director(s): *Lynn C. Min* Date: 1/26/17

Grad. Exec. Committee:  
(for graduate course) *J T Jhu* Date: 2-21-17

Graduate Dean:  
(for graduate course) *J T Jhu* Date: 2-21-17

Academic Committee: \_\_\_\_\_ Date: \_\_\_\_\_

# REVISED COURSE

## REQUEST FOR A REVISED CATALOGUE COPY

RECEIVED

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

FEB 10 2017

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

**Current Catalogue Page Number:** online under Education Specialist Degree with a Major in School Counseling found at the following:  
  
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

**Degree and Program Name:** Education Specialist Degree in School Counseling

**Present Requirements:** SCHC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours. Prerequisite: SCHC 7400 or PSYC 7400 or equivalent. An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.

**Proposed Requirements:** (highlight changes after printing) SCHC 8160. Advanced Practice in Cognitive Behavioral Therapy. 3 Hours. An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral counseling theories and practice.  
  
(This is not a change of wording. Simply remove the wording about prerequisites.)

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field This VSU prerequisite course is no longer necessary. The course content in the prerequisite is included in the courses candidates complete in their mater's programs, the degree necessary to be accepted into the EdS program. Many candidates in the online EdS in School Counseling are unable to register each semester for this course due to the outdated prerequisite requirements leading to delayed registrations that result from overrides.
- 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. Students in the

**program will not have to submit overrides and experience delayed registration to register for the course. Delayed registration leads to lower student satisfaction with the program procedures.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Multiple overrides are currently required for many student to register for this course.**

**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. **Students will report greater satisfaction with the program's registration process.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Zero overrides will be necessary for students to register for this course.**

<b>Approvals:</b>	
Department Head: <i>Kerthy D</i>	Date: 11/14/14
College/Division Exec. Committee: <i>Lynne C. Min</i>	Date: 1/26/17
Dean(s)/Director(s): <i>Lynne C. Min</i>	Date: 1/26/17
Graduate Exec. Comm.: (for grad program) <i>J. T. JPL</i>	Date: 2-21-17
Graduate Dean: (for grad program) <i>J. T. JPL</i>	Date: 2-21-17
Academic Committee:	Date:

Form last updated: January 6, 2010

# REVISED COURSE

RECEIVED

## REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

FEB 10 2017

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

**Current Catalogue Page Number:** online under Education Specialist Degree with a Major in School Counseling found at the following:

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

**Degree and Program Name:** Education Specialist Degree in School Counseling

**Present Requirements:**

PSYC 8200. Child Psychopathology. 3 Hours.  
Prerequisite: PSYC 7200. An intensive study of formal psychopathology classification system of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

**Proposed Requirements:** (highlight changes after printing) PSYC 8200. Child Psychopathology. 3 Hours.

An intensive study of formal psychopathology classification system of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

(This is not a change of wording. Simply remove the wording about prerequisites.)



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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field This VSU prerequisite course is no longer necessary. The course content in the prerequisite is included in the courses candidates complete in their mater's programs, the degree necessary to be accepted into the EdS program. Many candidates in the online EdS in School Counseling are unable to register each semester for this course due to the outdated prerequisite requirements leading to delayed registrations that result from overrides

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. **Students in the program will not have to submit overrides and experience delayed registration to register for the course. Delayed registration leads to lower student satisfaction with the program procedures.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Multiple overrides are currently required for many student to register for this course.**

**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. **Students will report greater satisfaction with the program's registration process.**

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Zero overrides will be necessary for students to register for this course.**

<b>Approvals:</b>	
Department Head: <i>Kathy J</i>	Date: 11/14/14
College/Division Exec. Committee: <i>Lynn C. Minn</i>	Date: 1/26/17
Dean(s)/Director(s): <i>Lynn C. Minn</i>	Date: 1/26/17
Graduate Exec. Comm.: (for grad program) <i>J - T. J. J.</i>	Date: 2-21-17
Graduate Dean: (for grad program) <i>J - T. J. J.</i>	Date: 2-21-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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

**Date of Submission:** 02/06/2017 (mm/dd/yyyy)

**Department Initiating Revision:**  
KSPE

**Faculty Member Requesting Revision:**  
Dr. Sonya Sanderson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 1241 Intermediate Swimming

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: KSPE 1241  
Credit Hours: 1  
Course Title: Intermediate Swimming  
Pre-requisites: Must be able to swim in deep water.  
Course Description: A continuation of KSPE 1240 designed to introduce a wide variety of swimming skills.

**Requested:**  
Course Prefix and Number: KSPE 1241  
Credit Hours: 1  
Course Title: Intermediate Swimming  
Pre-requisites:  
Course Description: Introduces a wide variety of swimming skills, surface dives, and turns.

**Semester/Year to be Effective:**  
fall 2017

**Estimated Frequency of Course Offering:**  
fall spring

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: This change is needed to represent what is being taught and remove the pre-requisite.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: course developed assessments and homework assignments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mui</i>	Date: <i>2-27-17</i>
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>2-9-17</i>
Dean/Director: <i>Lyn C. Mui</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 9, 2017

**KSPE 1241 Intermediate Swimming  
1 Semester Hour**

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**Dewar College of Education and Human Services  
Valdosta State University  
Department of KSPE  
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**

None

**COURSE DESCRIPTION**

Introduces a wide variety of swimming skills, surface dives, and turns.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES (CO):**

At the completion of the course the student should be able to:

- Demonstrate improvement on their swimming strokes
- Demonstrate swimming ability to a middle level distance
- Demonstrate ability to perform flip turns and surface dives

- Improve Swimming ability and Endurance

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

<b>Course Objectives Students should (be able to):</b>	<b>Course Activities Students will (do):</b>	<b>Outcome Assessments</b>
<input type="checkbox"/> Demonstrate improvement on their swimming strokes <input type="checkbox"/> Demonstrate swimming ability to a middle level distance <input type="checkbox"/> Demonstrate ability to perform flip turns and surface dives <input type="checkbox"/> Improve Swimming ability and Endurance	(1). Practice in class on swimming strokes (2). Participate in classroom discussion and skills practice sessions. (3) Written Exams	(1) Baseline and final practical tests taken. (2) Demonstration of skill at the end of the course. (3) Results of the Written Exams

**COURSE EVALUATION GRADING:**

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 55-69%
- F - <55%

Attendance	.....	400
Active Participation	.....	400
Two Exams at 50pts each	.....	100
Stroke Improvement	.....	150
Skills Demonstration	.....	150

**LECTURE:** I urge you to take thorough notes during class, these notes will be what I consider the essential material for the class and the primary source for test material. Attendance in the lecture is the most efficient use of your time in preparation for the examinations.

**EXAMINATIONS:** Exams will be given only once, usually on the date assigned in the syllabus. If you are unable to be at an exam (because of a dire emergency) I must be contacted at least 24 hours PRIOR to the exam meeting. If you miss an exam and it is excused then the points of that exam will be added to the final. Please allow one week for exams to be graded.

**Quizzes:** Will be given on random days (except on exam days) at the end of class and will cover the material covered in the last one or two lectures. Missed quizzes will result in the score of a zero (0) for that quiz.

**NO LATE WORK WILL BE ACCEPTED!** Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.

## **ATTENDANCE POLICY**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. This is a skills based class and you must practice the skills to pass. Students who are not present will have a reduction in points for attendance on an increasing scale. On the first unexcused absence the student will lose 25 pts on the second it will double to 50 pts and so on this means if you miss two days you will lose a total of 75 pts from your attendance score). If you miss 5 days you will receive a 0 for attendance and may receive an automatic F based on VSU Policy.

Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences (that is 5 days in this class). Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be on time for class and ready to participate in the classroom activities. Students will lose both attendance points and active participation points if they miss class. Leaving early, late or failing to participate will result in the loss of active participation points. There may be problems that arise to cause you to be late for class. When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.

## **PROFESSIONALISM**

**BEHAVIOR IN CLASS:** It is expected that you remain quiet and attentive during class. I will try to make topics as interesting as possible. Questions and class discussion on topics related to lecture are strongly encouraged. It is also expected that you will be on time. If you are late try to enter the classroom quietly to minimize the disturbance to others and to lecture. If you are repeatedly late because of a conflict please talk to me so that I will understand why you are late. Food and beverages are not permitted in the classroom at any time.

**STUDENT HONESTY POLICY:** Students caught cheating on tests or who help others cheat will be given a zero (0) for the test. If you are caught using a cell phone during a test or quiz you will receive an "F" for the test (this includes texting). Please note that the burden of proof rests with the student. For further information on student honesty, please consult the student handbook or web related sites on campus.

### **CELL PHONES:**

**\*PLEASE TURN OFF ALL AUDIBLE PAGERS AND CELLULAR TELEPHONES IN CLASS! PLEASE NO TEXTING IN CLASS.**

**SUGGESTIONS:** For success in this course...

- Bring your Suit every day (Please make sure your swim suit is appropriate for physical activity)
  - Swim and practice your skills outside of class. The amount of swimming increases every week. It is important keep to your fitness level increasing.
  - Attend class meetings and actively participate
  - Take good class notes; supplement these notes with your readings
  - Review the material within 24 hours of the lecture to increase the amount of material you retain
  - Ask questions when you don't understand anything, stop me when you missed something, tell me if I have not made something clear enough to you.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **ACCESSIBILITY STATEMENT**

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

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **STUDENT OPINION OF INSTRUCTION**

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

### **INSTRUCTOR**

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



**KSPE 1241- Spring 2017**

**Monday and Wednesday 5:00pm-5:50 PM**

<b>DATE</b>	<b>LECTURE and READINGS</b>
Jan 9	Intro/Pool Rules /Expectations/ SRC
Jan 11	Work out
Jan 16	<b>MLK no class</b>
Jan 18	Work out
Jan 23	Work out
Jan 25	Work out
Jan 30	Work out
Feb 1	Work out
Feb 6	Exam One
Feb 8	Work out
Feb 13	Work out
Feb 15	Work out
Feb 20- Feb 24	Swimming Instructional Video /Breaststroke/Swimming
Feb 27	Swimming Instructional Video /Breaststroke/Swimming
Mar 1	Front Crawl/Swimming/Baseline Swimming Evaluations
Mar 6-10	Swimming
Mar 13-17	<b>Spring Break no class</b>
Mar 20-24	Surface Dives/Swimming
Mar 27-31	Turns/Swimming
April 3-6	Review/ Exam Two
April 10-14	Skills Exam
April 17-21	Skills Exam
April 24-28	Skills Exam
May 1	Final Exam TBA

\*\* The instructor has the right to make changes in this syllabus to meet the students' learning needs.

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

**Date of Submission:** 02/06/2017 (mm/dd/yyyy)

**Department Initiating Revision:**  
KSPE

**Faculty Member Requesting Revision:**  
Dr. Sonya Sanderson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 1260 Fitness Swimming

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: KSPE 1260  
Credit Hours: 1  
Course Title: Fitness Swimming  
Pre-requisites: Permission of Instructor  
Course Description: Principles and practices of distance and interval conditioning workouts.

**Requested:**  
Course Prefix and Number: KSPE 1260  
Credit Hours: 1  
Course Title: Fitness Swimming  
Pre-requisites:  
Course Description: Principles and practices of distance and interval conditioning workouts. The course is designed to improve swimmers who already have a knowledge of swimming strokes.

**Semester/Year to be Effective:**  
fall 2017

**Estimated Frequency of Course Offering:**  
fall summer

**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: This change is needed to represent what is being taught and remove the pre-requisite.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: course developed assessments and homework assignments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mui</i>	Date: <i>2-27-17</i>
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>2-9-17</i>
Dean/Director: <i>Lyn C. Mui</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 9, 2017

**KSPE 1260 Fitness Swimming  
1 Semester Hour**

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**Dewar College of Education and Human Services  
Valdosta State University  
Department of KSPE**

**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.

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

**INSTRUCTOR**

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

**COURSE DESCRIPTION**

Principles and practices of distance and interval conditioning workouts. The course is designed to improve swimmers who already have a knowledge of swimming strokes.

**REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

**None**

**COURSE OBJECTIVES**

At the completion of the course the student should be able to:

- Demonstrate improvement on their swimming strokes

- Demonstrate swimming ability to a middle level distance
- Demonstrate ability to perform flip turns and surface dives
- Improve Swimming ability and Endurance
- Understanding of basic pool rules and safety
- Instruction on the following strokes: Front Crawl, Breast Stroke, Side Stroke, and other skills.
- Perform Flip Turns
- Understand different training drills for swimming

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

<b>Course Objectives Students should (be able to):</b>	<b>Course Activities Students will (do):</b>	<b>Outcome Assessments</b>
<input type="checkbox"/> Demonstrate improvement on their swimming strokes <input type="checkbox"/> Demonstrate swimming ability to a middle level distance <input type="checkbox"/> Demonstrate ability to perform flip turns and surface dives <input type="checkbox"/> Improve Swimming ability and Endurance	(1). Practice in class on swimming strokes (2). Participate in classroom discussion and skills practice sessions. (3) Written Exams	(1) Baseline and final practical tests taken. (2) Demonstration of skill at the end of the course. (3) Results of the Written Exams

**COURSE EVALUATION GRADING:**

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 55-69%
- F - <55%

Point breakdown (approximately 1200 total)

Attendance	.....	400
Active Participation	.....	400
Two Exams at 50pts each	.....	100
Stroke Improvement	.....	150
Skills Demonstration	.....	150

**LECTURE:** I urge you to take thorough notes during class, these notes will be what I consider the essential material for the class and the primary source for test material. Attendance in the lecture is the most efficient use of your time in preparation for the examinations.

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**EXAMINATIONS:** Exams will be given only once, usually on the date assigned in the syllabus. If you are unable to be at an exam (because of a dire emergency) I must be contacted at least 24 hours PRIOR to the exam meeting. If you miss an exam and it is excused then the points of that exam will be added to the final. Please allow one week for exams to be graded.

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

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### **TITLE IX STATEMENT**

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### **STUDENT OPINION OF INSTRUCTION**

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



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/15/2017 (mm/dd/yyyy)

**Department Initiating Request:**

KSPE

**Faculty Member Requesting:**

Dr. Sonya Sanderson

**Proposed New Course Prefix & Number:**

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

KSPE 1011

**Proposed New Course Title:**

Personal Fitness

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Personal Fitness

**Semester/Year to be Effective:**

fall 2017

**Estimated Frequency of Course Offering:**

fall spring

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

**Lecture Hours:** 1

**Lab Hours:** 0

**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.) Designed for students who are motivated to improve their fitness levels, manage their body mass, and are interested in achieving optimal fitness by following a custom-made exercise plan.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The department has had several requests from other departments who have online programs and require a KSPE 1000 level course for graduation. With designing a KSPE 1000 level course online students will be able to complete their degree as scheduled and at Valdosta State University. The department has been creating "independent studies" for those students in the past. Recently, there have been more students needing access to an online KSPE 1000 course to complete their degrees, therefore the instructor and the department felt it was time to incorporate such a course.

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Feedback from other colleges and students that an online KSPE 1000 is needed.

- 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.) see syllabus.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>2-24-17</i>
College/Division Exec. Comm.: <i>Lynn C. Minn</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Lynn C. Minn</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 1011  
Personal Fitness  
Online Course  
1 SEMESTER HOUR**

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

**COURSE DESCRIPTION**

Designed for students who are motivated to improve their fitness levels, manage their body mass, and are interested in achieving optimal fitness by following a custom-made exercise plan.

**REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

No text is required, but access to the following are required:

1. D2L – BlazeView class management system
2. [www.indares.com](http://www.indares.com) - educational site that was developed to motivate, monitor physical activity and to increase healthy life style.

## COURSE OBJECTIVES

At the completion of the course, the student should be able to:

1. Describe the components of health related physical fitness.
2. Create personal fitness goals.
3. Apply the importance of proper warm-up, cool-down, and stretching techniques.
4. Describe the American College of Sports Medicine recommendations for cardiovascular endurance, muscular strength and endurance, and weight loss.
5. Explain how to take a pulse.
6. Determine their own Target Heart Rate Zone.
7. Develop a sense of accomplishment and a desire to continue exercising for health benefits.
8. Define the body's major muscle groups and how to exercise each safely and effectively.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Personal goal set up ([www.indares.com](http://www.indares.com))
2. Activity recording ([www.indares.com](http://www.indares.com))
3. Fitness assessments ([www.indares.com](http://www.indares.com))
4. Discussions (D2L)
5. Work sheets completion (from the workbook – D2L)
6. Written Final Exam (from the workbook – D2L)

## COURSE EVALUATION – see schedule for due dates (D2L).

Personal goal set up ( <a href="http://www.indares.com">www.indares.com</a> )	12%
Activity recording ( <a href="http://www.indares.com">www.indares.com</a> )	15%
Fitness assessments ( <a href="http://www.indares.com">www.indares.com</a> )	10%
Discussions (D2L)	15%
14 Work Sheets (D2L)	28%
Final Exam (D2L)	20%
<b>Total</b>	<b>100%</b>

### Final Grading Scale

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

### Personal goal

First section in the workbook (D2L) is about how to choose your personal goal. Based on this section you will set up your personal goal in the class and set it up under the [indares.com](http://indares.com) site.

### Activity recording

Students are attempting to **establish training or conditioning effects**. To accomplish this, students will be required to complete at least three activity units ([www.indares.com](http://www.indares.com)) each week that will be geared toward the individual's established goals. However, students may record all their other activity as well.

### Fitness assessment

The fitness assessment instructional videos and evaluations are under the [indares.com](http://indares.com) site.

### **Discussions**

Students will participate in 3 discussions on the topics of interest.

### **Work sheets**

Work sheets are part of the workbook. There are total of 14 worksheets that have to be completed and **turned in to the instructor through D2L** (scanned copies of written or typed completion).

### **Final Exam**

The final exam (D2L) will be a comprehensive written exam (may be T/F, Short answers, M/C, Matching, fill in the blank, etc.).

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

### **ACCESSIBILITY STATEMENT**

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

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **STUDENT OPINION OF INSTRUCTION**

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

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/15/2017 (mm/dd/yyyy)

**Department Initiating Request:**

KSPE

**Faculty Member Requesting:**

Dr. Sonya Sanderson

**Proposed New Course Prefix & Number:**

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

KSPE 1280

**Proposed New Course Title:**

Techno Games and Exercise

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Tech Games/Exercise

**Semester/Year to be Effective:**

fall 2017

**Estimated Frequency of Course Offering:**

fall spring

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

**Lecture Hours:** 1

**Lab Hours:** 0

**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.) Designed to improve students' moderate to vigorous physical activity, as well as health-related fitness components through the use of gaming technology (dancing, fitness, sports, adventures, etc.).

**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: See:

<http://www.acsm.org/docs/brochures/exergaming.pdf>

<http://www.webmd.com/parenting/features/exercise-lose-weight-with-exergaming#1>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3339488/>

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.) See above links for gaming information. Currently, the HPE department has a classroom at VECA where students are using the

gaming technology. The students enjoy the games and have gained higher fitness levels through the gaming alone (no attendance in HPE during the data collection). Data collection at VECA will end May, 2017. At that time all games (30+), TV's (10), devices (10), etc. will be returned to the department. We are seeing successful fitness changes that lead us to believe, that when these devices are moved back to VSU, our college students will also enjoy and have success participating in a newly designed course using current technology in the field of fitness.

**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. Student feedback will be used to determine effectiveness of the course.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) see syllabus.
- Other:

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



<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>2-24-17</i>
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 1280  
Techno Games and Exercise  
1 SEMESTER HOUR**

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**INSTRUCTOR**

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

**Prerequisites**

No.

**COURSE DESCRIPTION**

Designed to improve students' moderate to vigorous physical activity, as well as health-related fitness components through the use of gaming technology (dancing, fitness, sports, adventures, etc.).

**REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

None.

**COURSE OBJECTIVES**

At the completion of the course, the student should be able to:

1. Describe the components of health-related physical fitness.
2. Discuss how regular cardiovascular exercise can help with healthier lifestyles.
3. Explain how to measure their own heart rate.
4. Define the American College of Sports Medicine recommendations for cardiovascular endurance, muscular strength and endurance, and weight loss.
5. Determine their own exercising Target Heart Rate Zone.
6. Develop a sense of accomplishment and a desire to continue exercising for health benefits.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Meet the minimum Attendance/Participation in classes
1. Pre- and Post- Fitness tests
2. Leisure time physical activity assignments
3. One Final Exam

## COURSE EVALUATION

Pre- and Post-Fitness tests	20%
Leisure time physical activity assignments	20%
Participation	50%
Final Exam	10%
<b>Total</b>	<b>100%</b>

### Final Grading Scale

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

## ATTENDANCE POLICY

**Attendance is required. According to the Board of Regents, students missing 20% or more of classes are subject to being withdrawn by the instructor and receive a grade of F for the course. Therefore, students missing six (6) or more classes will automatically receive a failing grade for the course, despite all other points earned.** Every student is allowed 2 absences which will include illness, etc. without penalty. (Of course, the two allowed will still count toward the six addressed above.) Every absence after the two allowed will result in a 2 points deduction from your grade. Make-up attendance or alternative assignments will be given only in extraordinary circumstances and will be determined by the instructor and at the sole discretion of the instructor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Students arriving to class after attendance has been taken **will receive an absence** and may or may not be admitted to class at the discretion of the instructor (admittance to class does not mean you will be counted as in attendance but you may participate in quizzes, etc. for that day to prevent further harm to your grade opportunities).

### Dress Code

The Dress Code will be strictly enforced. All of the following criteria must be met for each class session or you will not be admitted into the gaming room and your non participation will be considered an unexcused absence. The Dress Code is for your and other student's safety. If you have a question about something you would like to wear to class, ask your instructor if it is appropriate before you wear it.

1. You must bring a towel to EVERY CLASS!
2. Close-toed, closed heeled shoes with rubber soles must be worn. No boots, high heels, flip-flops, or other shoes the staff determines to be inappropriate.
3. T-shirts must be worn that do not inhibit your movement. No halter-tops, half shirts, or sports bras may be worn (exposing midriff). T-shirts may not have offensive language/pictures on them.
4. Shorts (of appropriate length), sweatpants, wind pants, tights, spandex may be worn. Jeans, jean shorts, dress pants, dressy shorts and skirts are not acceptable. If the clothes have a zipper, it is inappropriate.

5. Belts or any other metal buckles, buttons, zippers, etc. that may puncture your skin or the upholstery are not allowed. No hats or head coverings are allowed.
6. Personal jewelry should be removed (long necklaces, rings, large earrings, etc.). The instructor will advise you if your jewelry poses a hazard.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

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### **STUDENT OPINION OF INSTRUCTION**

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

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/09/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
KSPE

**Faculty Member Requesting:**  
Dr. Sonya Sanderson

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 2081

**Proposed New Course Title:**  
Lifeguard Instructor Training

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Lifeguard Inst Training

**Semester/Year to be Effective:**  
fall 2017

**Estimated Frequency of Course Offering:**  
fall spring

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

**Lecture Hours:** 2

**Lab Hours:** 0

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisites: Red Cross Lifeguarding Certification. Ability to meet the standard on all skills in the Red Cross Lifeguarding, CPR and First Aid Courses. Leads to certification as a Red Cross Lifeguard 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:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course needs a standalone course number. This is a course where students are taught to become lifeguard instructors. KSPE has two other courses with standalone course designations for lifeguard training and for water safety instructor training.

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

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Instructors of the course requested a standalone course number verses teaching the course as a KSPE 1380 special topics course. Students claim to have difficulties finding the course under KSPE 1380 when all other 2 hour credit swimming courses are listed with a 2000 level designation (i.e. KSPE 2070 and KSPE 2080).

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.) see syllabus.

Other:

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

<b>Approvals:</b>	
Dept. Head: <i>George Sandison</i>	Date: <i>2-9-17</i>
College/Division Exec. Comm.: <i>Lyn C. Mui</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Lyn C. Mui</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## KSPE 2081 Lifeguard Instructor Training 2 Semester Hours

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**Dewar College of Education and Human Services  
Valdosta State University  
Department of KSPE  
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**

Lifeguard Instructor Book will be printed by the Instructor

### **COURSE DESCRIPTION**

**Prerequisite: Red Cross Lifeguarding Certification. Ability to meet the standard on all skills in the Red Cross Lifeguarding, CPR and First Aid Courses.** Leads to certification as a Red Cross Lifeguard Instructor.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### **COURSE OBJECTIVES (CO):**

At the completion of the course the student should be able to:



- Demonstrate Red Cross Skill to the Standard
- Teach the Red Cross material to lifeguarding candidates
- Give constructive feedback to students
- Demonstrate the ability to evaluate Lifeguard candidates under Red Cross standards
- Demonstrate Lifeguarding Skills to the Standard level of the Red Cross
- Identify errors in Lifeguarding skills
- All skills and exams must meet the Standard for the Red Cross (for certification) and a fee of **\$70.00** for the certification. All fees must be paid by **card, check or money order to the VSU Campus Recreation** (*no cash will be accepted or taken*).

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

<b>Course Objectives Students should (be able to):</b>	<b>Course Activities Students will (do):</b>	<b>Outcome Assessments</b>
<input type="checkbox"/> Demonstrate Red Cross CPR and First Aid Skills to the Standard <input type="checkbox"/> Demonstrate Red Cross Lifeguarding Skills to the Standard <input type="checkbox"/> Ability to Teach Red Cross Skills <input type="checkbox"/> Ability to give corrective feedback to candidates <input type="checkbox"/> Improve Swimming ability and Endurance	(1). Read all assigned chapters in the textbook (2). Participate in classroom discussion and skills practice sessions.	(1) Tests (written) (2) Teach Backs (3) Practical Test delivered and evaluated according to criteria of the Red Cross

**COURSE EVALUATION GRADING:**

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 55-69%
- F - <55%

Point breakdown (approximately 3000 total)

Web Base Pre course Work (Pre Rec)	100**
1500 Yard Swim (Pre Rec)	100*
25 yard Brick (Pre Rec)	100*
Tad Rescue (Pre Rec)	100*
6 Minute Tread Test (Pre Rec)	100*
In Class Teaching (3 at 100pts each)	300
Out of Class Teach assignments (3 at 100pts)	300
Lifeguarding Instructor Exam	100
Final Evaluation of Lifeguard Candidates	400
Cumulative Final (test out skills) @ 700 points	700
Attendance/Participation	700

\*= Failure to meet this requirement means that a student is **not eligible to take this course based on American Red Cross standards**. Students must be able to complete these tests on the first 2 days of the class.

\*\* Pre course web based material will be completed after add drop and will require the payment of \$70.00 to VSU Campus Recreation. This payment doesn't grant certification but is a lab fee covering Red Cross charges and material for the course.

**RED CROSS REQUIREMENTS:** The Red Cross requires a score of 80% on all practical and written exams for certification and participants only get 2 chances to pass (note your grade drops 20% for every failed attempt at any skill or test). The Red Cross also requires all students in Lifeguarding Instructor Class to pass all prerequisite listed above (web material, current LG Certification from Red Cross, 1500 yard swim, Brick and Tad tests, and treading element).

**LECTURE:** I urge you to take thorough notes during class, these notes will be what I consider the essential material for the class and the primary source for test material. Attendance in the lecture is the most efficient use of your time in preparation for the examinations.

**EXAMINATIONS:** Exams will be given only once, usually on the date assigned in the syllabus. If you are unable to be at an exam (because of a dire emergency) I must be contacted at least 24 hours PRIOR to the exam meeting. If you miss an exam and it is excused then the points of that exam will be added to the final. Please allow one week for exams to be graded.

**Quizzes:** Will be given on random days (except on exam days) at the end of class and will cover the material covered in the last one or two lectures **including the readings from the text book.** Missed quizzes will result in the score of a zero (0) for that quiz.

**Demonstration of Teaching Ability:** Students will complete several teaching assignments in both in class and out of class. The goal of this requirement is to ensure that Instructor Candidates are able to teach the lifeguarding material to the objectives and demonstrate all skills to the standards based on the American Red Cross.

**Practical Test Outs:** Student must show up on time for all practical test outs. If a student is late for a practical they will receive a grade penalty of 10pts for every minute they are late and after 15 minutes they will fail this practical test. Being more than 15 minutes may also result in the student forfeiting their right to a retest for that skill. Students must demo straight all skills to the objective to receive credit for the skill and only demo straight to the standard qualifies for maximum credit and points. Meeting the objective is required for certification.

**Cumulative Final:** The final for this course will cover all the material learned in the course and test the student's ability to resound in several simulated emergencies. Their ability to make the correct choices and give proper care is critical and could save a life. Students must demo straight 80% mastery of the final test out scenarios to qualify for certification. Failure to meet the require 80% will result no certification and will have a significant impact on the students grade based on the weight of the final.

### **ATTENDANCE POLICY**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. This is a skills based class and you must practice the skills to pass. Students who are not present will have a reduction in points for attendance on an increasing scale. On the first unexcused absence the student will lose 25 pts on the second it will double to 50 pts and so on this means if you miss two days you will lose a total of 75 pts from your attendance score). If you miss 8 days you will receive a 0 for attendance and may receive an automatic F based on VSU Policy.

Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences (that is 8 days in this class). Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.

## **PROFESSIONALISM**

**BEHAVIOR IN CLASS:** It is expected that you remain quiet and attentive during class. I will try to make topics as interesting as possible. Questions and class discussion on topics related to lecture are strongly encouraged. It is also expected that you will be on time. If you are late try to enter the classroom quietly to minimize the disturbance to others and to lecture. If you are repeatedly late because of a conflict please talk to me so that I will understand why you are late. Food and beverages are not permitted in the classroom at any time.

**STUDENT HONESTY POLICY:** Students caught cheating on tests or who help others cheat will be given a zero (0) for the test. If you are caught using a cell phone during a test or quiz you will receive an "F" for the test (this includes texting). Please note that the burden of proof rests with the student. For further information on student honesty, please consult the student handbook or web related sites on campus.

## **CELL PHONES:**

**\*PLEASE TURN OFF ALL AUDIBLE PAGERS AND CELLULAR TELEPHONES IN CLASS! PLEASE NO TEXTING IN CLASS.**

**SUGGESTIONS:** For success in this course...

- Bring your Suit every day (Please make sure your swim suit is appropriate for physical activity)
- Swim and practice your skills outside of class. The amount of swimming increases every week. It is important keep to your fitness level increasing.
- Attend class meetings
- Take good class notes; supplement these notes with your readings
- Consistently study the text and notes outside of class times
- Review the material within 24 hours of the lecture to increase the amount of material you retain
- Ask questions when you don't understand anything, stop me when you missed something, tell me if I have not made something clear enough to you.
- Make sure to practice the harder skills like spinal as many times as possible inside and outside of class.

**NO LATE WORK WILL BE ACCEPTED!** Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **ACCESSIBILITY STATEMENT**

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

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origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **STUDENT OPINION OF INSTRUCTION**

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

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

# 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:**  
2016-2017 - Online

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/1/2017

**Degree & Program Name:**  
(e.g., BFA, Art): BSED

*Special Educ-Deaf Educ*

**Present Requirements:**

**Core Curriculum (Area F)**  
 DEAF 2999 Entry into the Program      0  
 ISCI 2001 or ISCI 2002      3  
 EDUC 2110, EDUC 2120, & EDUC 2130      9  
 ASLS 2110 & ASLS 2120      6  
 Guided Elective      3  
**Total Core Curriculum Hours      60**

**Present Requirements: 62 Hours**

**Junior Curriculum (28 Hours):**

**Fall Semester (14 Hours)**

ECSE 3010 Introduction to Assessment, Planning & Instruction      3  
 LITR 3110 Emergent Literacy      3  
 LITR 3120 Early Literacy      3  
 SPEC 3000 Serving Students with Diverse Needs      3  
 ECSE 3390 Early Childhood Inclusive Practicum & Seminar: Pre-K-K      2

**Spring Semester (14 Hours)**

ECSE 3020 Intermediate Assessment, Planning and Instruction      3  
 ECSE 3210 Introduction to the Management of Learning Environments      3  
 ECSE 3220 Intermediate Management of Learning Environments      3  
 LITR 3130 Developing Literacy      3  
 ECSE 3490 Early Childhood Inclusive Practicum and Seminar: Grades 1-3      2

**Senior Curriculum (34 Hours)**

**Fall Semester (18 Hours)**

ASLS 3170 American Sign Language III      3  
 DEAF 3100 Orientation to Deaf Education and Language Learning      3  
 DEAF 4050 Manual Communication      3

**MATH 2008 Foundations of Numbers and**

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

**Core Curriculum (Area F)**  
 DEAF 2999 Entry into the Program      0  
 ISCI 2001 or ISCI 2002      3  
 EDUC 2110, EDUC 2120, & EDUC 2130      9  
 ASLS 2110 & ASLS 2120      6  
 Guided Elective      3  
**Total Core Curriculum Hours      60**

**Proposed Requirements: 61 Hours**

**Junior Curriculum (28 Hours):**

**Fall Semester (14 Hours)**

ECSE 3010 Introduction to Assessment, Planning & Instruction      3  
 LITR 3110 Emergent Literacy      3  
 LITR 3120 Early Literacy      3  
 SPEC 3000 Serving Students with Diverse Needs      3

**Spring Semester (14 Hours)**

ECSE 3020 Intermediate Assessment, Planning, and Instruction      3  
 ECSE 3210 Introduction to the Management of Learning Environments      3  
 LITR 3130 Developing Literacy      3

**Senior Curriculum (34 Hours)**

**Fall Semester (18 Hours)**

ASLS 3170 American Sign Language III      3  
 DEAF 3100 Orientation to Deaf Education and Language Learning      3  
 DEAF 4050 Manual Communication      3

**MATH 2008 Foundations of Numbers and**

<b>Operations</b>	<b>3</b>	<b>Operations</b>	<b>3</b>
<b>READ 4550 Reading in the Content Areas (Middle and Secondary Education)</b>	<b>3</b>	<b>READ 4550 Reading in the Content Areas (Middle and Secondary Education)</b>	<b>3</b>
<b>SPEC 3020 Applied Behavior Analysis for Teachers</b>	<b>3</b>	<b>SPEC 3020 Applied Behavior Analysis for Teachers</b>	<b>3</b>
<b>Spring Semester (16 Hours)</b>		<b>Spring Semester (15 Hours)</b>	
<b>ASLS 3180 American Sign Language IV</b>	<b>3</b>	<b>ASLS 3180 American Sign Language IV</b>	<b>3</b>
<b>DEAF 3120 Learning Cognition &amp; Social Development in Deaf Children</b>	<b>3</b>	<b>DEAF 3120 Learning Cognition &amp; Social Development in Deaf Children</b>	<b>3</b>
<b>DEAF 3040 Legal and Ethical Issues for Deaf Education</b>	<b>3</b>	<b>DEAF 3040 Legal and Ethical Issues for Deaf Education</b>	<b>3</b>
<b>SEED 4010 Integrating Technology in Education Secondary</b>	<b>1</b>	<b>MGED 3991 Differentiated Classroom for Middle Grades</b>	<b>3</b>
<b>MGED 3991 Differentiated Classroom for Middle Grades</b>	<b>3</b>	<b>MATH 3161 Mathematics for Early Childhood Teachers</b>	<b>3</b>
<b>MATH 3161 Mathematics for Early Childhood Teachers</b>	<b>3</b>	<b>Total Hours</b>	<b>121</b>
<b>Total Hours</b>	<b>122</b>		

**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: ECED 4500, Science and Technology in Early Childhood Education is replacing SEED 4010, Integrating Technology in Secondary Education. ECED 4500 will provide students with the additional content knowledge they need in science while also incorporating technology integration, formally addressed in SEED 4010.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: The Special Education: Deaf Education program requires majors to complete the first two professional blocks in the Early Childhood program. The Early Childhood/Special Education undergraduate degree is being deactivated. As a result, practicum courses with the prefix ECSE will no longer be offered. The ECSE courses will be replaced with ECED courses. The requested changes in curriculum align with the curriculum changes proposed by the Early Childhood/Special Education Department.

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

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Courses of this nature are currently being offered by several University programs that offer degrees in Deaf Education. This new curriculum will reflect current practice in the field.

**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.) EPP and program assessment data: LiveText portfolio (lesson plans, video teaching episodes, assessment artifacts, etc.), and Candidate Assessment on Performance Standards .

**Approvals:**

Department Head: <i>R. A. Hoff</i>	Date: <i>2/9/17</i>
College/Division Exec. Committee: <i>Lynn C. Ni</i>	Date: <i>2/27/17</i>
Dean(s)/Director(s): <i>Lynn C. Ni</i>	Date: <i>2/27/17</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FEB 10 2017

REVISED COURSE

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/2017

Degree and Program Name: **MED Special Education: Deaf and Hard of Hearing; MED-Track 2 Special Education: Deaf and Hard of Hearing; MAT Special Education: Deaf and Hard of Hearing**

**Present Requirements:** DEAF 5010. Student Teaching: Deaf and Hard-of-Hearing. 5 Hours. Prerequisite: DEAF 2999; Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5020. Graded "Satisfactory" or "unsatisfactory". A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only on additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certifications by Valdosta State University.

DEAF 5020. Student Teaching Seminar: Deaf and Hard-of-Hearing. 1 Hour. Prerequisites: DEAF 2999; Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

DEAF 5310. Methods of Teaching Reading and Writing to Deaf Students. 3 Hours. Pre-requisite: Intermediate on the Sign Language Proficiency Interview (SLPI).

Principles and techniques used in the

**Proposed Requirements:** (highlight changes after printing) DEAF 5010. Student Teaching: Deaf and Hard-of-Hearing. 5 Hours. Prerequisite: DEAF 2999; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5020. Graded "Satisfactory" or "Unsatisfactory". A semester-long student teaching experience completed with students who are deaf or hard-of-hearing. NOTE: A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and Human Services and will not be recommended for teacher certification by Valdosta State University.

DEAF 5020. Student Teaching Seminar: Deaf and Hard-of-Hearing. 1 Hour. Prerequisites: DEAF 2999; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Co-requisite: DEAF 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices.

DEAF 5310. Methods of Teaching Reading and Writing to Deaf Students. 3 Hours. Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an



development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

DEAF 5370. Teaching Thinking Skills. 3 Hours.  
Pre-requisite: Intermediate on the Sign Language Proficiency Interview (SLPI).  
Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.

DEAF 5380. Curriculum Development Instruction for Deaf Students. 4 Hours.  
Pre-requisite: Intermediate on the Sign Language Proficiency Interview (SLPI).  
Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

DEAF 6000. Integration and Management of Instruction in the Classroom. 4 Hours.  
Pre-requisite: Intermediate on the Sign Language Proficiency Interview (SLPI).  
Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

DEAF 6010. Integrated Instruction: Individualized Education Program. 3 Hours.  
Pre-requisite: Intermediate on the Sign Language Proficiency Interview (SLPI).  
The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Program (IEP) development and

Intermediate on the Sign Language Proficiency Interview (SLPI). Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

DEAF 5370. Teaching Thinking Skills. 3 Hours.  
Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI).  
Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.

DEAF 5380. Curriculum Development Instruction for Deaf Students. 4 Hours.  
Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI).  
Curriculum planning and special adaptations in teaching school subjects to deaf and hard of hearing students at the elementary, intermediate and secondary levels. Selection, development, modification, evaluation, and use of instructional media.

DEAF 6000. Integration and Management of Instruction in the Classroom. 4 Hours.  
Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI).  
Identification and implementation of management and instructional strategies that have demonstrated effectiveness with deaf and hard of hearing students. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

DEAF 6010. Integrated Instruction: Individualized Education Program. 3 Hours.  
Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI).  
The theoretical and practical basis of curriculum design for individuals with disabilities across school levels. Individualized

planning that incorporate student access to the general educational curriculum are components of this course.

DEAF 6020. Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf. 4 Hours.

Prerequisite; Admission into the graduate program or permission by instructor; Intermediate on the Sign Language Proficiency Interview (SLPI). An introduction to types and causes of hearing loss and methodologies that can be used to enhance speech and listening skills.

DEAF 6100. Seminar: Deaf Education and Language Learning. 3 Hours.  
Introductory course in Deaf Education and Language Learning for teachers. Topics include types of hearing loss and their impact on language, social, emotional, cognitive, and education development.

DEAF 6110. Professional Capstone Course. 3 Hours. Pre-requisite: Intermediate on the Sign Language Proficiency Interview (SLPI). Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 students.

DEAF 6030. Internship in Teaching. 3 Hours.  
Prerequisites: Admission into the M.A.T. graduate program in Special Education - Deaf and Hard-of-Hearing or permission of instructor; Intermediate on the Sign Language Proficiency Interview (SLPI). Graded "Satisfactory" or "Unsatisfactory". A clinical practice designed for candidates in the online M.A.T. program in Special Education - Deaf and Hard-of-Hearing who are seeking initial certification. Candidate will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.

Education Program (IEP) development and planning that incorporate student access to the general educational curriculum are components of this course.

DEAF 6020. Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf. 4 Hours.

Prerequisite; Admission into the graduate program or permission by instructor; An introduction to types and causes of hearing loss and methodologies that can be used to enhance listening and spoken language skills.

DEAF 6100. Seminar: Deaf Education and Language Learning. 3 Hours.  
Introductory course in Deaf Education and Language Learning for teachers. Topics include types of hearing loss and their impact on language, social, emotional, cognitive, and education development.

DEAF 6110. Professional Capstone Course. 3 Hours. Pre-requisite: Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 students.

DEAF 6030. Internship in Teaching. 3 Hours.  
Prerequisites: Admission into the M.A.T. graduate program in Special Education - Deaf and Hard-of-Hearing or permission of instructor; Level 2 on the American Sign Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI). Graded "Satisfactory" or "Unsatisfactory". A clinical practice designed for candidates in the online M.A.T. program in Special Education - Deaf and Hard-of-Hearing who are seeking initial certification. Candidate will complete a semester of teaching in the role of a deaf educator, supervised by a university supervisor and the school principal or the principal's designee.

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field The American Sign Language Proficiency Interview (ASLPI) is currently being used within the field as the primary method for evaluating students' proficiency in American Sign Language. Although some institutions still use the SLPI you see the majority using the ASLPI. This will place us in alignment with other institutions.

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.) **Review of practices in other teacher training and interpreting programs.**

**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.) **Materials related to the ASLPI and discussions with other professionals in the field.**

<b>Approvals:</b>	
Department Head: <i>[Signature]</i>	Date: 2/9/17
College/Division Exec. Committee: <i>Lynn C. Menzi</i>	Date: 2/9/17
Dean(s)/Director(s): <i>Lynn C. Menzi</i>	Date: 2/9/17
Graduate Exec. Comm.: (for grad program) <i>J. T. [Signature]</i>	Date: 2-21-17
Graduate Dean: (for grad program) <i>J. T. [Signature]</i>	Date: 2-21-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** online catalog

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

**Degree and Program Name:** BSED ASL/English Interpreting

**Present Requirements:** Bachelor of Science in Education Degree with Majors in Middle Grades Education, Deaf Education, or American Sign Language/English Interpreting

Each of these three programs in the department has numerous desired outcomes. Examples of these outcomes include the following:  
**Selected Educational Outcomes**

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
  2. Students in initial teacher education programs apply content-specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
  3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
  4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- The departmental faculty members assess the desired learner outcomes for these three programs by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:  
**Examples of Outcome Assessments**
1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content

**Proposed Requirements:** (highlight changes after printing) Bachelor of Science in Education Degree with Major in American Sign Language/English Interpreting

Students admitted to the Interpreting program must have a 2.75 GPA on all coursework. All courses in Area F and major courses must be completed with a grade of "C" or higher. If a student's GPA falls below 2.75, the student will have one semester (fall or spring) to restore it to or above 2.75. If the GPA remains below 2.75 for two consecutive semesters (not including summer), the student will be required to select another major.

**Acceptance of Transfer Credit**  
 American Sign Language courses taken at other institutions may be accepted for credit pending successful documentation of intermediate sign language proficiency on an approved external evaluation.

- Selected Educational Outcomes**
1. Students in interpreter education programs demonstrate knowledge of the content relevant to the interpreting field and can explain important principles and concepts delineated in professional, state, and institutional standards.
  2. Students in interpreter education programs integrate academic, linguistic, and world knowledge during interpretations using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations.
  3. Students in interpreter education programs demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.

assessment.

2. Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS).

4. Students in interpreter education programs negotiate meaning between English and ASL while interpreting in a manner that conforms to recognized linguistic, cultural, and professional norms of the speaker(s).

5. Students in interpreter education programs analyze interpreting research findings and incorporate new information into their practice.

The departmental faculty members assess the desired learner outcomes for this program by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

#### Examples of Outcome Assessments

1. Students in interpreter education programs will demonstrate content knowledge through effective research presentations and passing external knowledge examinations.

2. Students in interpreter education programs will demonstrate skills in determining appropriate language mode, preparation for interpreting, professional and ethical decision-making, self-assessment, and monitoring and modifying the message as necessary during observed interpreting episodes evaluated by a university supervisor and mentor interpreter.

3. Students in interpreter education programs will demonstrate their ability to effectively interpret in educational settings through a Mock Educational Interpreter Performance Assessment.

**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 specific GPA requirements for Interpreting degree were missing from the catalog; outcomes were from teacher education programs and not applicable to interpreting

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Advisory board recommendation**

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

<b>Approvals:</b>	
Department Head: <i>B. Bell</i>	Date: <i>2/23/17</i>
College/Division Exec. Committee: <i>Lynn C. Mini</i>	Date: <i>2/27/17</i>
Dean(s)/Director(s): <i>Lynn C. Mini</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



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

**Date of Submission:** 11/15/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
Christia Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
DEAF 3120, Learning, Cognition, and Social Development in Deaf Children

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: DEAF 3120  
Credit Hours: 3  
Course Title: Learning, Cognition, and Social Development in Deaf Children  
Pre-requisites:INTP 2998  
Course Description:

**Requested:**  
Course Prefix and Number: DEAF 3120  
Credit Hours: 3  
Course Title: Learning, Cognition, and Social Development in Deaf Children  
Pre-requisites:INTP 2998 or DEAF 2999  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
once per academic 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: course is required for Deaf Education, so DEAF 2999 should be a prerequisite

**Plans for assessing the effectiveness of the course:** n/a

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: <i>2-27-17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Lynn C. Mini</i>	Date: <i>2-27-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**

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

INTP 4030 Consecutive Transliterating English to English Sign Systems

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: INTP 4030

Credit Hours: 3

Course Title: Consecutive Transliterating English to English Sign Systems

Pre-requisites: INTP 2998, ASLS 3140, INTP 3010.

Course Description:

**Requested:**

Course Prefix and Number: INTP 4030

Credit Hours: 3

Course Title: Consecutive Transliterating English to English Sign Systems

Pre-requisites: INTP 2998, ASLS 3140, INTP 3010, and ASLPI level 1+ or higher.

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation moves us closer to meeting that requirement as we prepare to pursue accreditation.

Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' feedback, course artifacts including baseline and final interpretations.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>2/27/17</i>
Dept. Head: <i>R. Bell</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
INTP 2998 Entry into the Profession

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: INTP 2998  
Credit Hours: 0  
Course Title: Entry into the Profession  
Pre-requisites:  
Course Description: Graded "Satisfactory" or Unsatisfactory." A required non-credit course for all interpreting candidates pursuing a VSU-recommended program of study. The course must be successfully completed prior to admission to professional courses SPEC 3100, ASLS 3140, DEAF 3110, 3120, 3130, and INTP 3010, 3150, 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4080. Candidates are required to establish an electronic portfolio, have passed or exempted the Regents' exam, have a 2.5 GPA, have a satisfactory criminal background check, and purchase liability insurance. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

**Requested:**  
Course Prefix and Number: INTP 2998  
Credit Hours: 0  
Course Title: Entry into the Profession  
Pre-requisites:  
Course Description: Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all interpreting candidates pursuing a VSU-recommended program of study; must be successfully completed prior to admission to professional coursework. Candidates are required to establish an electronic portfolio and provide evidence that additional program admission requirements have been satisfactorily met. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
each semester

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Advisory board recommendation to ensure ASL/English Interpreting is in line with other COEHS programs

**Plans for assessing the effectiveness of the course:** SOIs, student, and alumni surveys

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mei</i>	Date: <i>2/27/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lyn C. Mei</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017



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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**

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

INTP 4010 Consecutive English to American Sign Language Interpreting

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: INTP 4010

Credit Hours: 4

Course Title: Consecutive English to American Sign Language Interpreting

Pre-requisites: INTP 2998, ASLS 3140, ASLS 3180, and INTP 3010.

Course Description:

**Requested:**

Course Prefix and Number: INTP 4010

Credit Hours: 4

Course Title: Consecutive English to American Sign Language Interpreting

Pre-requisites: INTP 2998, ASLS 3140, ASLS 3180, and INTP 3010, and ASLPI level 1+ or higher.

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation moves us closer to meeting that requirement as we prepare to pursue accreditation.

Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' feedback, course artifacts including baseline and final interpretation.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>2/27/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
INTP 4020 Consecutive American Sign Language to English Interpreting

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: INTP 4020  
Credit Hours: 4  
Course Title: Consecutive American Sign Language to English Interpreting  
Pre-requisites: INTP 2998, ASLS 3140, ASLS 3180 and INTP 3010.  
Course Description:

**Requested:**  
Course Prefix and Number: INTP 4020  
Credit Hours: 4  
Course Title: Consecutive American Sign Language to English Interpreting  
Pre-requisites: INTP 2998, ASLS 3140, ASLS 3180, and INTP 3010, and ASLPI level 1+ or higher.  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation moves us closer to meeting that requirement as we prepare to pursue accreditation.
- Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' feedback, course artifacts including baseline and final interpretations.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mui</i>	Date: <i>2/27/17</i>
Dept. Head: <i>R. A. [Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lynn C. Mui</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
INTP 4040 Practicum for Educational Interpreters

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: INTP 4040  
Credit Hours: 4  
Course Title: Practicum for Educational Interpreters  
Pre-requisites: ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998.  
Course Description: Structured observation of professional interpreters and an opportunity to acquire additional knowledge about the profession of interpreting.

**Requested:**

Course Prefix and Number: INTP 4040  
Credit Hours: 4  
Course Title: Practicum for Educational Interpreters  
Pre-requisites: ASLS 3180, INTP 3010, ASLS 3140, INTP 4000, INTP 2998, and ASLPI level 1+ or higher.  
Course Description: Structured observation of professional interpreters and an opportunity to acquire additional knowledge and skills related to the interpreting profession. A field experience is required.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation moves us closer to meeting that requirement as we prepare to pursue accreditation.

Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' and mentor feedback from the field experience.



Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>2/27/17</i>
Dept. Head: <i>B. P. [Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
INTP 4050 Simultaneous English/American Sign Language Interpreting

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: INTP 4050  
Credit Hours: 3  
Course Title: Simultaneous English/American Sign Language Interpreting  
Pre-requisites: INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040  
Course Description:

**Requested:**  
Course Prefix and Number: INTP 4050  
Credit Hours: 3  
Course Title: Simultaneous English/American Sign Language Interpreting  
Pre-requisites: INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, INTP 4040, and ASLPI level 2 or higher.  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation moves us closer to meeting that requirement as we prepare to pursue accreditation.
- Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' feedback, course artifacts including baseline and final interpretation.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>2/27/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**

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

INTP 4060 Simultaneous American Sign Language Interpreting/English

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: INTP 4060  
Credit Hours: 3  
Course Title: Simultaneous American Sign Language Interpreting/English  
Pre-requisites: INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040.  
Course Description: A continuation of INTP 4030. This course is designed to strengthen the skills of advanced-level students to interpret accurately information presented in American Sign Language into appropriate spoken English. Emphasis continues to be placed on word choice, register, inflection, clarity, tone, and intent of the message.

**Requested:**

Course Prefix and Number: INTP 4060  
Credit Hours: 3  
Course Title: Simultaneous American Sign Language Interpreting/English  
Pre-requisites: INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, INTP 4040, and ASLPI Level 2 or higher.  
Course Description: A continuation of INTP 4020. This course is designed to strengthen the skills of advanced-level students to interpret accurately information presented in American Sign Language into appropriate spoken English. Emphasis continues to be placed on word choice, register, inflection, clarity, tone, and intent of the message.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation

moves us closer to meeting that requirement as we prepare to pursue accreditation.

Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' feedback, course artifacts including baseline and final interpretations.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mui</i>	Date: <i>2/27/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lynn C. Mui</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
INTP 4070 Simultaneous Transliterating English to English Sign Systems

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: INTP 4070  
Credit Hours: 3  
Course Title: Consecutive Transliterating English to English Sign Systems  
Pre-requisites:INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040  
Course Description: A continuation of INTP 4040. This course is designed to give students additional opportunities to enhance their transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional activities found in the public school system. Continued attention is given to increasing fluency and selecting sign choice equivalencies and structures that best match the spoken message.

**Requested:**  
Course Prefix and Number: INTP 4070  
Credit Hours: 3  
Course Title: Consecutive Transliterating English to English Sign Systems  
Pre-requisites:INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, INTP 4040, and ASLPI level 2 or higher.  
Course Description: A continuation of INTP 4030. This course is designed to give students additional opportunities to enhance their transliterating skills. Emphasis is placed on techniques for transliterating instructional and non-instructional activities found in the public school system. Continued attention is given to increasing fluency and selecting sign choice equivalencies and structures that best match the spoken message.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to



develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation moves us closer to meeting that requirement as we prepare to pursue accreditation.

Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' feedback, course artifacts including baseline and final interpretations.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>2/27/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

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

**Date of Submission:** 11/14/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
MSRD

**Faculty Member Requesting Revision:**  
C. Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
INTP 4080 Educational Interpreting Internship

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: INTP 4080  
Credit Hours: 6  
Course Title: Educational Interpreting Internship  
Pre-requisites: INTP 2998, INTP 3010, INTP 4010, INTP 4020, INTP 4030, and INTP 4040  
Course Description: An opportunity for students to work in a school system and apply their interpreting skills in the educational setting. Sites for internships are selected where mentors are available to further promote student growth and development. Students become familiar with the duties and responsibilities that interpreters have in the classroom.

**Requested:**  
Course Prefix and Number: INTP 4080  
Credit Hours: 6  
Course Title: Internship for ASL/English Interpreters  
Pre-requisites: INTP 2998, INTP 3010, INTP 4000, INTP 4010, INTP 4020, INTP 4030, and INTP 4040, and ASLPI level 2 or higher.  
Course Description: An opportunity for students to apply their interpreting skills in educational or other supervised settings. Sites for internships are selected where mentors are available to further promote student growth and development. Students become familiar with the duties and responsibilities of working interpreters.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per academic 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: The Collegiate Commission on Interpreter Education requires ASL proficiency be demonstrated prior to program admission. They also require evidence that the curriculum includes methods for continuing to develop comprehension in ASL and English at advanced levels expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise; requiring the ASLPI as a foundation

moves us closer to meeting that requirement as we prepare to pursue accreditation.

Other:

**Plans for assessing the effectiveness of the course:** SOIs, Advisory Board Members' and mentor feedback from the field experience.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mc</i>	Date: <i>2/27/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/23/17</i>
Dean/Director: <i>Lyn C. Mc</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 23, 2017

FEB 10 2017

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**  
online

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): August 2017

**Degree & Program Name:**  
(e.g., BFA, Art): MAT MSED

**Present Requirements:**

Total required hours for degree: 36

**MSED 5100. Mathematics Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5200. Science Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5300. Social Science Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5400. English/Language Arts Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5500. Methods of Teaching Reading for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5600. Content Teaching Methods of Middle Grades or Secondary Education. 3 Hours.**

**MSED 6000. Written and Verbal Communication for Teachers. 3 Hours.**

**MSED 6001. Planning for Middle or Secondary Teaching. 3 Hours.**

**MSED 6002. Assessment in Middle or Secondary Education. 3 Hours.**

**MSED 6003. Differentiation and Multicultural Education in Middle or Secondary Education. 3 Hours.**

**MSED 6004. Content Area Literacy for Middle and Secondary Teachers. 3 Hours.**

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

Total required hours for degree: 36

**MSED 5100. Mathematics Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5200. Science Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5300. Social Science Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5400. English/Language Arts Methods for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5500. Methods of Teaching Reading for Middle Grades or Secondary Education. 3 Hours.**

**MSED 5600. Content Teaching Methods of Middle Grades or Secondary Education. 3 Hours.**

**MSED 6000. Written and Verbal Communication for Teachers. 3 Hours.**

**MSED 6001. Planning for Middle or Secondary Teaching. 3 Hours.**

**MSED 6002. Assessment in Middle or Secondary Education. 3 Hours.**

**MSED 6003. Differentiation and Multicultural Education in Middle or Secondary Education. 3 Hours.**

**MSED 6004. Content Area Literacy for Middle and Secondary Teachers. 3 Hours.**

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**MSED 6005. Educational Philosophy, Law and Ethics. 3 Hours.**

**MSED 6010. Employed Teacher Track Internship 1. 3 Hours.**

**MSED 6020. Employed Teacher Track Internship 2. 6 Hours.**

**MSED 6100. Apprenticeship in Teaching. 3 Hours.**

**MSED 6200. Student Teaching. 6 Hours.**

**MSED 6300. MAT Capstone. 3 Hours.**

**RSCH 7100. Research Methodology in Education. 3 Hours.**

MSED 6005. Educational Philosophy, Law and Ethics. 3 Hours.

MSED 6010. Employed Teacher Track Internship 1. 3 Hours.

MSED 6020. Employed Teacher Track Internship 2. [REDACTED]

MSED 6100. Apprenticeship in Teaching. 3 Hours.

MSED 6200. Student Teaching [REDACTED]

MSED 6300. MAT Capstone. 3 Hours.

RSCH 7100. Research Methodology in Education. 3 Hours.

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: To align with the COEHS' current practices of including a Teaching Seminar as a co-requisite with Student Teaching

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Reduces the financial burden on candidates who successfully completed student teaching but need to retake edTPA for certification.
- 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.) The effectiveness of the program will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

**Approvals:**

Department Head: <i>[Signature]</i>	Date: 2/9/17
College/Division Exec. Committee: <i>Lyn C. Min</i>	Date: 2/9/17
Dean(s)/Director(s): <i>Lyn C. Min</i>	Date: 2/9/17
Grad. Exec. Committee: (for graduate course) <i>[Signature]</i> <i>T. J. [Signature]</i>	Date: 2-21-17
Graduate Dean: (for graduate course) <i>[Signature]</i> <i>T. J. [Signature]</i>	Date: 2-21-17
Academic Committee:	Date:

Form last updated: January 6, 2010



RECEIVED

Request for a Revised Course  
Valdosta State University

FEB 10 2017

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 01/18/2017 (mm/dd/yyyy)

Department Initiating Revision:  
Middle, Secondary, Reading, and Deaf  
Education

Faculty Member Requesting Revision:  
JT Cox

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
MSED 6010: Employed Teacher Track Internship 1

List Current and Requested Revisions:

Current:  
Course Prefix and Number: MSED 6010  
Credit Hours: 3  
Course Title: Employed Teacher Track  
Internship 1  
Pre-requisites: Appropriate 2999 course  
Course Description: Intended for MAT  
candidates who have secured employment on a  
nonrenewable certificate by a school system.  
The first of two semester-long internships  
completed in a middle or secondary school  
classroom in which the candidate is supervised  
by a university faculty member, and is fully  
engaged in the processes of planning,  
instruction, and assessment. On-campus  
seminar meetings will occur throughout the  
semester.

Requested:  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites:  
Course Description: Graded "Satisfactory" or  
"Unsatisfactory." Intended for MAT candidates  
who have secured employment on a  
nonrenewable certificate by a school system.  
The first of two semester-long internships  
completed in a middle or secondary school  
classroom in which the candidate is supervised  
by a university faculty member, and is fully  
engaged in the processes of planning,  
instruction, and assessment. On-campus  
seminar meetings will occur throughout the  
semester.

Semester/Year to be Effective:  
Fall 2017

Estimated Frequency of Course Offering:  
Fall, Spring

Indicate if Course will be :  Requirement for Major  Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: To align the grading scale with other student teaching courses in the COEHS.

**Plans for assessing the effectiveness of the course:** Indirect measures include SOIs, student and cooperating teacher surveys, etc. Direct measures include course key assessments (lesson plans, analysis of student learning, and observations). Candidate completion rates.

Approvals:	
College/Division Exec. Comm.: <i>Jane C. Minn</i>	Date: <i>2/9/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/9/17</i>
Dean/Director: <i>Jane C. Minn</i>	Date: <i>2/9/17</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jelle</i>	Date: <i>2-21-17</i>
Graduate Dean (if needed): <i>J. T. Jelle</i>	Date: <i>2-21-17</i>
Academic Committee:	Date:

Form last updated: February 9, 2017

RECEIVED

Request for a Revised Course  
Valdosta State University

FEB 10 2017

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 01/18/2017 (mm/dd/yyyy)

Department Initiating Revision:  
Middle, Secondary, Reading, and Deaf  
Education

Faculty Member Requesting Revision:  
JT Cox

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
MSED 6020: Employed Teacher Track Internship 2

List Current and Requested Revisions:

**Current:**  
Course Prefix and Number: MSED 6020  
Credit Hours: 6  
Course Title: Employed Teacher Track  
Internship 2  
Pre-requisites: Appropriate 2999 course and  
MSED 6010  
Course Description: Intended for MAT  
candidates who have secured employment on a  
nonrenewable certificate by a school system.  
The culminating semester-long internship  
completed in a middle or secondary school  
classroom in which the candidate is supervised  
by a university faculty member, and is fully  
engaged in the processes of planning,  
instruction, and assessment. On-campus  
seminar meetings will occur throughout the  
semester.

**Requested:**  
Course Prefix and Number:  
Credit Hours: 5  
Course Title:  
Pre-requisites:  
Course Description: Co-requisite: MSED 6021.  
Graded "Satisfactory" or "Unsatisfactory."  
Intended for MAT candidates who have  
secured employment on a nonrenewable  
certificate by a school system. The culminating  
semester-long internship completed in a middle  
or secondary school classroom in which the  
candidate is supervised by a university faculty  
member, and is fully engaged in the processes  
of planning, instruction, and assessment. On-  
campus seminar meetings will occur  
throughout the semester.

Semester/Year to be Effective:  
Fall 2017

Estimated Frequency of Course Offering:  
Fall, Spring

Indicate if Course will be :  Requirement for Major  Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: (1) To clear one credit hour for use in creating a one-credit hour seminar to address

the need for candidates to complete the state-mandated certification assessments. (2) To align the grading scale with other student teaching courses in the COEHS.

**Plans for assessing the effectiveness of the course:** Indirect measures include SOIs, student and cooperating teacher surveys, etc. Direct measures include course key assessments (lesson plans, analysis of student learning, and observations). Candidate completion rates.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>2/9/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/9/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>2/9/17</i>
Graduate Exec. Comm.(if needed): <i>J T. [Signature]</i>	Date: <i>2-21-17</i>
Graduate Dean (if needed): <i>J T. [Signature]</i>	Date: <i>2-21-17</i>
Academic Committee:	Date:

Form last updated: February 9, 2017

RECEIVED

Request for a Revised Course  
Valdosta State University

FEB 10 2017

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 01/18/2017 (mm/dd/yyyy)

Department Initiating Revision:  
Middle, Secondary, Reading, and Deaf  
Education

Faculty Member Requesting Revision:  
JT Cox

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
MSED 6200: Student Teaching

List Current and Requested Revisions:

**Current:**  
Course Prefix and Number: MSED 6200  
Credit Hours: 6  
Course Title: Student Teaching  
Pre-requisites: Appropriate 2999 course and MSED 6100  
Course Description: The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

**Requested:**  
Course Prefix and Number:  
Credit Hours: 5  
Course Title:  
Pre-requisites:  
Course Description: Co-requisite: MSED 6201. Graded "Satisfactory" or "Unsatisfactory." The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

Semester/Year to be Effective:  
Fall 2017

Estimated Frequency of Course Offering:  
Fall, Spring

Indicate if Course will be :  Requirement for Major  Elective

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: 1) To clear one credit hour for use in creating a one-credit hour seminar to address the need for candidates to complete the state-mandated certification assessments. (2) To align the grading scale with other student teaching courses in the COEHS.

**Plans for assessing the effectiveness of the course:** Indirect measures include SOIs, student and cooperating teacher surveys, etc. Direct measures include course key assessments (lesson plans, analysis of student learning, and observations). Candidate completion rates.



Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>2/9/17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>2/9/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>2/9/17</i>
Graduate Exec. Comm.(if needed): <i>J. T. [Signature]</i>	Date: <i>2-21-17</i>
Graduate Dean (if needed): <i>J. T. [Signature]</i>	Date: <i>2-21-17</i>
Academic Committee:	Date:

Form last updated: February 9, 2017

**RECEIVED**

**REQUEST FOR A NEW COURSE**

Valdosta State University

FEB 10 2017

**Date of Submission:** 1/18/17 (mm/dd/yyyy)

**VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL**

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Dr. Robert Spires

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6021

**Proposed New Course Title:**  
Clinical Seminar Employed Teacher Track  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Seminar Employed Track

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Spring, Fall

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

**Lecture Hours:** 1

**Lab Hours:**

**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.) Co-requisite: MSED 6020. Graded "Satisfactory" or "Unsatisfactory." Clinical Seminar accompanies the Teaching Internship II clinical experience course. This one-credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements and associated documentation.

**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: This one-credit hour seminar facilitates the adaptation of the MAT coursework to the state requirements of the EdTPA assessment. Further, this one-credit hour seminar allows for flexibility in clinical experiences for students who are unsuccessful portions of the EdTPA assessment (per state mandates) to be able to retake the assessment without having to retake Teaching Internship II.
- Other:

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

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Program faculty discussion and discovery of potential issues and conflicts related to the EdTPA assessment
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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

<b>Approvals:</b>		
Dept. Head:	<i>[Signature]</i>	Date: 2/9/17
College/Division Exec. Comm.:	<i>Lynn C. Min</i>	Date: 2/9/17
Dean/Director:	<i>Lynn C. Min</i>	Date: 2/9/17
Graduate Exec. Comm.: (for graduate course):	<i>J. T. JPLA</i>	Date: 2-21-17
Graduate Dean: (for graduate course):	<i>J. T. JPLA</i>	Date: 2-21-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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

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**MSED 6021  
Clinical Seminar Employed Teacher Track  
1 Semester Hour  
FALL 2017**

**Guiding Principles (DEPOSITS)**

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

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

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

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

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

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

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

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

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

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

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

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

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

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

## **INSTRUCTOR**

Name:

Office Number:

Email Address:

## **COURSE DESCRIPTION**

C o-requisite: MSED 6020. Graded "Satisfactory" or "Unsatisfactory." Clinical Seminar accompanies the Teaching Internship II clinical experience course. This one-credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements and associated documentation.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Live Text

**COURSE OBJECTIVES** (Numbers in parentheses show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

Upon completion of this course, Candidates will be expected to:

1. Demonstrate professional behavior at their work site. (InTASC Standards 9 & 10)
2. Demonstrate knowledge of legal and ethical issues of being a teacher. (InTASC Standard 9)
3. Demonstrate content pedagogy effectiveness to students in their student teaching (InTASC Standards 2, 3, 7, 8)
4. Reflect and critique pre- and posttests for a learning segment and understand the importance of assessing at every level of learning. (InTASC Standards 6, 7 & 8, EDL 3.1, AL 3.1,3.2,3.3)
5. Demonstrate best teaching practices, such as use of data for informing instruction, differentiated instruction, and various assessment types, that have proven to be effective and have a positive impact on student learning. (InTASC Standards 1,2,3,4 & 5, AL 3.1,3.2,3.3)
6. Create and evaluate unique applications in authentic settings which stimulate learner reflections on prior content knowledge, link knowledge to familiar concepts, makes connections across disciplines, and engages learner in critical thinking skills. (InTASC Standards 1, 4, 5, CPL 3.1,3.2,3.3)

7. Complete and submit the requirements of edTPA. (InTASC Standards 2,3,4,6,7,8)

### COURSE ACTIVITIES AND REQUIREMENTS

1. Candidates will attend and participate in required seminar sessions at designated dates and locations. See Seminar Schedule for times and room location.
2. Candidates will develop pre- and posttests and submit results to LiveText (Analysis of Student Learning assignment) and appropriate critique.  
**\*\*AL<sub>3a</sub> \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**
3. Candidates will complete edTPA tasks requirements. **In order to earn a Satisfactory grade in this course, you will be required to successfully submit an edTPA portfolio that can be scored by Pearson with no condition codes reflected on your score report.**

**Your score must meet the minimum requirement set by the state of Georgia in order to receive a letter of eligibility from the Georgia Professional Standards Commission. Any student not meeting the minimum score will be handled on an individual case basis to review options for resubmitting.** You will also be required to submit your completed edTPA Commentaries to LiveText.

4. Candidates will complete the Ethics/Dispositions assessment (EDL<sub>3a</sub>).  
**\*\*EDL<sub>3a</sub> \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**
5. Other certification and COEHS paperwork as required for graduation including evidence of a minimum of 40 documented service learning hours and a satisfactory report of the required Efficacy Statement at the end of the semester.

### COURSE EVALUATION

Evaluation will be "S" (satisfactory) or "U" (unsatisfactory) based upon:

1. Attendance and participation at seminars and meetings. (Attendance per VSU policy).
2. Completion of Analysis of Student Learning LiveText assignment.
3. Satisfactory completion of all the edTPA components as determined by guidelines provided.
4. Satisfactory completion of ethics/disposition assessment.
5. Satisfactory completion of certification application and COEHS graduation paperwork.
6. Evidence of service learning hours.
7. Satisfactory report of the efficacy statement.

### ATTENDANCE POLICY

When students are compelled for any reason to be absent from seminars, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2014-15), "A student who misses more than 20% of the scheduled meetings of a course will be subject to receiving a failing grade in the course" (p. 87).

## **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

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/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.



## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

### DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

#### 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.nea.org/home/30442.htm>). 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 within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

### **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).

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESS STATEMENT**

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

**REQUEST FOR A NEW COURSE**

Valdosta State University

**RECEIVED**

FEB 10 2017

**Date of Submission:** 1/18/17 (mm/dd/yyyy)

**VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL**

**Department Initiating Request:**  
Middle, Secondary, Reading and Deaf  
Education

**Faculty Member Requesting:**  
Dr. Robert Spires

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog  
for approved prefixes)  
MSED 6201

**Proposed New Course Title:**  
Clinical Seminar Full-time Student Track  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Seminar Full-time Track

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Spring, Fall

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

**Lecture Hours:** 1

**Lab Hours:**

**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.) Co-requisite: MSED 6200. Graded "Satisfactory" or "Unsatisfactory." Clinical Seminar accompanies the Student Teaching clinical experience course. This one-credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements and associated documentation.

**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: This one-credit hour seminar facilitates the adaptation of the MAT coursework to the state requirements of the EdTPA assessment. Further, this one-credit hour seminar allows for flexibility in clinical experiences for students who are unsuccessful portions of the EdTPA assessment (per state mandates) to be able to retake the assessment without having to retake the Student Teaching course.
- Other:

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

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Program faculty discussion and discovery of potential issues and conflicts related to the EdTPA assessment
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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

Approvals:		
Dept. Head:	<i>R. Hoff</i>	Date: 2/9/17
College/Division Exec. Comm.:	<i>Lynn C. Min</i>	Date: 2/9/17
Dean/Director:	<i>Lynn C. Min</i>	Date: 2/9/17
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jallo</i>	Date: 2-21-17
Graduate Dean: (for graduate course):	<i>J. T. Jallo</i>	Date: 2-21-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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

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**MSED 6201  
Clinical Seminar Full-time Student Track  
1 Semester Hour  
FALL 2017**

**Guiding Principles (DEPOSITS)**

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

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

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

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

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

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

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

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

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

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

## **INSTRUCTOR**

Name:

Office Number:

Email Address:

## **COURSE DESCRIPTION**

Co-requisite: MSED 6200. Graded "Satisfactory" or "Unsatisfactory." Clinical Seminar accompanies the Student Teaching clinical experience course. This one-credit hour seminar course involves teacher candidates finalizing all work samples, state assessment requirements and associated documentation.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Live Text

**COURSE OBJECTIVES** (Numbers in parentheses show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

Upon completion of this course, Candidates will be expected to:

1. Demonstrate professional behavior at their work site. (InTASC Standards 9 & 10)
2. Demonstrate knowledge of legal and ethical issues of being a teacher. (InTASC Standard 9)
3. Demonstrate content pedagogy effectiveness to students in their student teaching (InTASC Standards 2, 3, 7, 8)
4. Reflect and critique pre- and posttests for a learning segment and understand the importance of assessing at every level of learning. (InTASC Standards 6, 7 & 8, EDL 3.1, AL 3.1, 3.2, 3.3)
5. Demonstrate best teaching practices, such as use of data for informing instruction, differentiated instruction, and various assessment types, that have proven to be effective and have a positive impact on student learning. (InTASC Standards 1,2,3,4 & 5, AL 3.1, 3.2, 3.3)
6. Create and evaluate unique applications in authentic settings which stimulate learner reflections on prior content knowledge, link knowledge to familiar concepts, makes connections across disciplines, and engages learner in critical thinking skills. (InTASC Standards 1, 4, 5, CPL 3.1, 3.2, 3.3)
7. Complete and submit the requirements of edTPA. (InTASC Standards 2,3,4,6,7,8)

## COURSE ACTIVITIES AND REQUIREMENTS

1. Candidates will attend and participate in required seminar sessions at designated dates and locations. See Seminar Schedule for times and room location.
2. Candidates will develop pre- and posttests and submit results to LiveText (Analysis of Student Learning assignment) and appropriate critique.  
**\*\*AL<sub>3a</sub> \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**
3. Candidates will complete edTPA tasks requirements. **In order to earn a Satisfactory grade in this course, you will be required to successfully submit an edTPA portfolio that can be scored by Pearson with no condition codes reflected on your score report.**

**Your score must meet the minimum requirement set by the state of Georgia in order to receive a letter of eligibility from the Georgia Professional Standards Commission. Any student not meeting the minimum score will be handled on an individual case basis to review options for resubmitting.** You will also be required to submit your completed edTPA Commentaries to LiveText.

4. Candidates will complete the Ethics/Dispositions assessment (EDL<sub>3a</sub>).  
**\*\*EDL<sub>3a</sub> \*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**
5. Other certification and COEHS paperwork as required for graduation including evidence of a minimum of 40 documented service learning hours and a satisfactory report of the required Efficacy Statement at the end of the semester.

## COURSE EVALUATION

Evaluation will be "S" (satisfactory) or "U" (unsatisfactory) based upon:

1. Attendance and participation at seminars and meetings. (Attendance per VSU policy).
2. Completion of Analysis of Student Learning LiveText assignment.
3. Satisfactory completion of all the edTPA components as determined by guidelines provided.
4. Satisfactory completion of ethics/disposition assessment.
5. Satisfactory completion of certification application and COEHS graduation paperwork.
6. Evidence of service learning hours.
7. Satisfactory report of the efficacy statement.

## ATTENDANCE POLICY

When students are compelled for any reason to be absent from seminars, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2014-15), "A student who misses more than 20% of the scheduled meetings of a course will be subject to receiving a failing grade in the course" (p. 87).

## PROFESSIONALISM



The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

#### *Professionalism - Ethics*

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/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

#### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

#### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

#### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

#### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

## DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

### 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.nea.org/home/30442.htm>). 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 within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

### **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).

### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESS STATEMENT**

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

RECEIVED

FEB 10 2017

Request for a Revised Course  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 2-1-17 (mm/dd/yyyy)

Department Initiating Revision:  
KSPE

Faculty Member Requesting Revision:  
Sonya Sanderson

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 7130  
Curriculum in Physical Education

List Current and Requested Revisions:

**Current:**  
Course Prefix and Number: KSPE 7130  
Credit Hours: 3  
Course Title: Curriculum in Physical Education  
Pre-requisites:  
Course Description: Educational curriculum theory, curriculum development, and curriculum models for physical education are explored. National and state standards for physical education will be used to inform curriculum development decisions, and research related to curriculum development will serve as the basis for project development.

**Requested:**  
Course Prefix and Number: KSPE 7130  
Credit Hours: 3  
Course Title: Curriculum Development in Physical Education  
Pre-requisites:  
Course Description:

Semester/Year to be Effective:  
fall 2017

Estimated Frequency of Course Offering:  
summer

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: Some how the word "development" was left off of the original paperwork that passed through academic affairs to be added to the catalog.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Muni</i>	Date: <i>2-9-17</i>
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>2-9-17</i>
Dean/Director: <i>Lyn C. Muni</i>	Date: <i>2-9-17</i>
Graduate Exec. Comm. (if needed): <i>J. T. J. J. J.</i>	Date: <i>2-21-17</i>
Graduate Dean (if needed): <i>J. T. J. J. J.</i>	Date: <i>2-21-17</i>
Academic Committee:	Date:

Form last updated: February 9, 2017

## REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

**Proposed Effective Date:** Fall 2018

**Degree and Program Name:**  
Bachelor of Science in Health Sciences

**Requirements:** (attach new or revised course proposals separately)

Progression into the Professional Program of Study (3000 and 4000 level courses) Requirements:  
Minimum requirements for progression into the professional program of study are:

1. a declared Health Sciences major
2. a 2.50 cumulative, overall grade point average.
3. a satisfactory grade, based on institutional policy for all Area A-F courses (60 hours)
4. Area F courses completed with a grade of "C" or better in all Area F courses

Retention Requirements:

Policies in accordance with VSU Student Handbook

Requirements for the Bachelor of Science in Health Sciences Degree

1. Minimum 2.0 Overall GPA
2. A final grade of "C" or better in all professional program of study courses (3000 and 4000 level courses).

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

Area F Requirements...18 hours

BIOL 2651...4 hours

BIOL 2652...4 hours

-10 hours from the following:

-ACED 2400 or CS 1000...3 hour

-MATH 2620...3 hour

-MATH/SCI Elective...4 hour

-NURS 2700...3 hour

-PSYC 2103...3 hour

Professional Program Requirements...60 hours

HSHS 3000, HSHS 3100, HSHS 3110L...7 hours

HSHS 3250, HSHS 3300, HSHS 3310L...6 hours

HSHS 3350, HSHS 3400, HSHS 3410L...7 hours

HSHS 3600, HSHS 3700, HSHS 3800...8 hours

HSHS 3900, HSHS 3950, HSHS 4000...9 hours

HSHS 4050, HSHS 4060L...4 hours

HSHS 4100, HSHS 4110L, HSHS 4200...7 hours

HSHS 4500, HSHS 4650...6 hours

HSHS 4800, HSHS 4810L, HSHS 4900...6 hours

Total hours required for the degree...60 semester hours

**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 Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

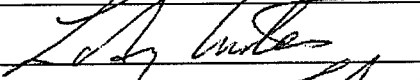
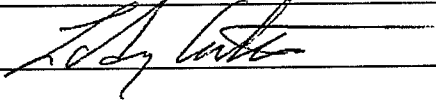
**Assessment Plan for the proposed program:**

**Data Sources:**

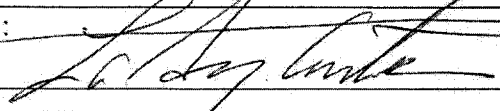
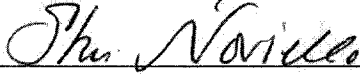
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at [http://www.usg.edu/academic\\_programs/new\\_programs/](http://www.usg.edu/academic_programs/new_programs/))**

**Approvals:**

Dept. Head:		Date:	2-27-17
College/Division Exec. Comm.:		Date:	2-27-17
Dean/Director:		Date:	



Graduate Exec. Comm.: (for graduate program)		Date: 2-27-17 HA
Graduate Dean (for graduate program):		Date: 2/27/17
Academic Committee:		Date:

Form last updated: January 21, 2010

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:**

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2018

**Degree and Program Name:** Bachelor of Science in Health Sciences Degree

**Present Requirements:** N/A

**Proposed Requirements:** (highlight changes after printing) The Bachelor of Science in Health Sciences Degree (B.S.H.S.) Program prepares students for versatile career opportunities in a large interdisciplinary health care career environment. The Health Sciences Degree Program prepares students for the health care industry which is one of the strongest employment sectors. Students may find that the program helps them to identify particular talents and interests that can be expanded upon within the program or serve as a platform to expand upon those talents and interests at the graduate or doctoral level. The Health Sciences Degree Program can provide a solid foundation for the following graduate level healthcare professions: athletic training, physical therapists, occupational therapists, physicians, nursing, exercise physiologists, The Health Sciences Degree Program can prepare students for the following healthcare professions: medical assistants, healthcare informatics, marketing and public relations, public health, health education, environmental health. The Health Sciences Degree Program can provide students with a solid background and basic education for a wide variety of health care careers and then focus on specific health care industry careers based on interest and talents.

**Selected Educational Outcomes:**

Students who graduate with a B.S.H.S. degree will be able to demonstrate:

1. Knowledge in healthcare professional settings related to documentation, terminology, and coding, evidenced-based practice, professionalism, communication and cultural competence.
2. Knowledge of healthcare professional settings related to kinesiology, nutrition, musculoskeletal

evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.

3. Knowledge in healthcare professional settings related to current issues and trends, law and ethical issues, and psychosocial issues.

**Examples of Outcome Assessments:**

Students who graduate with a B.S.H.S. degree will be able to:

1. Demonstrate and develop, through written, oral, and practical examinations, an understanding of healthcare professional settings related to documentation, terminology, and coding, evidence-based practice, professionalism, communication and cultural competence.
2. Demonstrate and develop, through written, oral, and practical examinations, an understanding of healthcare professional settings related to kinesiology, nutrition, musculoskeletal evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.
3. Demonstrate and develop, through written, oral, and practical examinations, an understanding of healthcare professional settings related to current issues and trends, law and ethical issues, and psychosocial issues.
4. Complete a comprehensive examination(s) developed to demonstrate the overall curriculum of the Health Sciences Program.

**Progression into the Professional Program of Study (3000 and 4000 level courses)**

**Requirements:**

Minimum requirements for progression into the professional program of study are:

1. a declared Health Sciences major
2. a 2.50 cumulative, overall grade point average.
3. a satisfactory grade, based on institutional policy for all Area A-F courses (60 hours).
4. Area F courses completed with a grade of "C" or better in all Area F courses.

**Retention Requirements:**

Policies in accordance with VSU Student Handbook.

	<p>Requirements for the Bachelor of Science in Health Sciences Degree</p> <ol style="list-style-type: none"> <li>1. Minimum 2.0 Overall GPA.</li> <li>2. A final grade of "C" or better in all professional program of study courses (3000 and 4000 level courses).</li> </ol> <p>Core Areas (A-E) (see VSU Core Curriculum)...42 hours</p> <p>Area F Requirements...18 hours</p> <p>BIOL 2651...4 hours</p> <p>BIOL 2652...4 hours</p> <p>-10 hours from the following:</p> <ul style="list-style-type: none"> <li>-ACED 2400 or CS 1000...3 hour</li> <li>-MATH 2620...3 hour</li> <li>-MATH/SCI Elective...4 hour</li> <li>-NURS 2700...3 hour</li> <li>-PSYC 2103...3 hour</li> </ul> <p>Professional Program Requirements...60 hours</p> <p>HSHS 3000, HSHS 3100, HSHS 3110L...7 hours</p> <p>HSHS 3250, HSHS 3300, HSHS 3310L...6 hours</p> <p>HSHS 3350, HSHS 3400, HSHS 3410L...7 hours</p> <p>HSHS 3600, HSHS 3700, HSHS 3800...8 hours</p> <p>HSHS 3900, HSHS 3950, HSHS 4000...9 hours</p> <p>HSHS 4050, HSHS 4060L...4 hours</p> <p>HSHS 4100, HSHS 4110L, HSHS 4200...7 hours</p> <p>HSHS 4500, HSHS 4650...6 hours</p> <p>HSHS 4800, HSHS 4810L, HSHS 4900...6 hours</p> <p>Total hours required for the degree...60 semester hours</p>
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**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

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

**Data Sources:**

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

<b>Approvals:</b>	
Department Head: <i>L. J. Lante</i>	Date: 2-27-17
College/Division Exec. Committee: <i>L. J. Lante</i>	Date: 2-27-17
Dean(s)/Director(s): <i>John Noviceo</i>	Date: 2/27/17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3000

**Proposed New Course Title:**

Introduction to Healthcare Professional Practice

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Intro Health Pro Practice

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - An introduction to healthcare professions and the various elements and components of each healthcare profession that makes it unique. Students are provided with information necessary to find employment in each healthcare profession. Emphasis will include training requirements, job responsibilities, salaries, and elements specific to each health profession.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>La Lory Carter</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>La Lory Carter</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Novello</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3000**  
**Introduction to Healthcare Professional Practice**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Stanfield's Introduction to Health Professions (7<sup>th</sup> edition) by Cross and McWay

**COURSE DESCRIPTION**

An introduction to healthcare professions and the various elements and components of each healthcare profession that makes it unique. Students are provided with information necessary to find employment in each healthcare profession. Emphasis will include training requirements, job responsibilities, salaries, and elements specific to each health profession.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

**COURSE OBJECTIVES**

- Describe the following components of US Health Care:
  - Historical events, the past, the future, impact of technology, trends
- Describe the following categories of health services:
  - Categories, healthcare facilities, hospital services, ambulatory services, mental health services, consumer's rights, public health services
- Describe the following components of paying for health services:
  - Financing, reimbursement, government-funded, managed care, private health insurance, healthcare expenditures, providers
- Describe the following components of aging, health, and long-term care:
  - Future demographic changes in healthcare needs, Medicare/Medicaid, long-term services, personnel needs
- Describe the following components of health care reform:
  - Affordable care act
- Describe the following components of medical and health information technology:
  - Medical technology, health information technology, health careers
- Describe the following components of career development:
  - Common core knowledge, professionalism, continuing education requirements
- Describe the following components of health practitioners:
  - Physicians, surgeons, podiatrists, physician assistant, nursing, dentistry, dietetics, pharmacy, optometry, physical therapist, orthoptist, prosthetists, occupational therapy, athletic training, exercise physiologists, mental health professionals, health services administration, EMT/paramedics, diagnostic technology, respiratory therapists

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions

Classroom Participation

Written Exam

Paper

## **COURSE EVALUATION**

Written Exam (70%)

Paper (10%)

Final Exam (20%)

### **Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
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- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
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- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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#### **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>.

### **INCOMPLETES:**

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**.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of **F** or **D** in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

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**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Chuck Conner, M.A., ATC/L

Office: HSBA Building; Room# 2209

Office Phone: (229) 333-5354

SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

US Health Care	(week 1)
Health Services	(week 2)
Paying for Health Services	(week 3)
Aging, Health, and Long-Term Care	(week 4)
Health Care Reform	(week 4)
Exam	
Health Career Planning	(week 5)
Career Development	(week 5)
Physicians, Surgeons, Podiatrists	(week 6)
Physician Assistant	(week 6)
Nursing	(week 7)
Exam	
Dentistry	(week 8)
Dietetics	(week 8)
Pharmacy	(week 9)
Optometry	(week 9)
Physical Therapy, Orthotists, Prosthetists	(week 10)
Exam	
Occupational Therapy	(week 11)
Athletic Trainers and Exercise Physiologists	(week 11-12)
Mental Health Professionals	(week 13)
Health Services Administration	(week 13)
Exam	
EMT/Paramedics	(week 14)
Diagnostics Technology	(week 14)
Respiratory Therapy	(week 15)
Final Exam	

*The* **Blazer** *reed*  
VALDOSTA STATE UNIVERSITY

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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3100

**Proposed New Course Title:**

Structural Kinesiology

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Structural Kinesiology

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 3110L - Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. Long</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>L. Long</i>	Date: 2-27-17
Dean/Director: <i>Thi Novice</i>	Date: 2/27/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3100**  
**Structural Kinesiology**  
**3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

(1) Manual of Structural Kinesiology; Floyd; (18<sup>th</sup> ed. or 19<sup>th</sup> ed.)

Important: Power Points with additional required information will be provided via email attachment and/or BlazeView.

Important: Supplemental information may be provided via lecture, email attachment, and/or BlazeView.

**COURSE DESCRIPTION**

Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized. Co-Requisite: HSHS 3110L

**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**

- Describe the normal structures and interrelated functions of the body systems.
- Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.
- Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
- Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
- Describe the influence of pathomechanics on function.
- Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.
- Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
- Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
- Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
- Explain the creation of clinical prediction rules in the diagnosis and prognosis of various clinical conditions.
- Assessment of posture, gait, and movement patterns
- Muscle function assessment
- Assessment of quantity and quality of osteokinematic joint motion
- Joint play (arthrokinematics)
- Instruct clients/patients in the basic principles of ergonomics and their relationship to the prevention of illness and injury.
- Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and progression of a therapeutic intervention.
- Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg, cardiovascular, pulmonary, musculoskeletal) and injury response.
- Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
- Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention.

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

Classroom Lecture, Discussions

Classroom Participation

Written Exam

## COURSE EVALUATION

Written Exams (70%)

Musculoskeletal Quizzes (30%)

### Grading Scale

Include how you might do this.

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
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## **INCOMPLETES:**

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**.

## **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

## **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

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itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

**Instructor**

Chuck Conner, M.A., ATC/L

Office: HSBA Building; Room# 2209

Office Phone: (229) 333-5354

SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Chapter 1: Foundations of Structural Kinesiology	(week 1)
Chapter 2: Neuromuscular Fundamentals	(week 2)
<b>EXAM 1</b>	
Chapter 4: The Shoulder Girdle	(week 3)
Chapter 5: The Shoulder Joint	(week 4-5)
<b>EXAM 2</b>	
Chapter 6: The Elbow and Radioulnar Joints	(week 6)
Chapter 7: The Wrist and Hand Joints	(week 7)
Chapter 8: Muscular Analysis of the Upper Extremity Exercises	(week 7)
<b>EXAM 3</b>	
<b>MUSCULOSKELETAL QUIZ 1</b>	
Chapter 11: The Ankle and Foot Joints	(week 8)
Chapter 10: The Knee Joint	(week 9)
Chapter 9: The Hip Joint and Pelvic Girdle	(week 11)
<b>EXAM 4</b>	
<b>MUSCULOSKELETAL QUIZ 2</b>	
Chapter 12: The Trunk and Spinal Column	(week 12)
Chapter 13: Muscular Analysis of Trunk and Lower Extremity Exercises	(week 12)
Chapter 3: Basic Biomechanical Factors and Concepts	(week 13)
<b>EXAM 5</b>	
<b>MUSCULOSKELETAL QUIZ 3</b>	
Stance and Gait	(week 14)
Kinesiology Applications in Daily Functional Activities	(week 14)
Sports and Recreation	(week 15)
Musculoskeletal Diagnostic Techniques	(week 15)
Other	(week 15)
<b>FINAL EXAM (Cumulative)</b>	

*The* **Blazer**  *creed*  
VALDOSTA STATE UNIVERSITY

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3110L

**Proposed New Course Title:**

Structural Kinesiology Lab

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Structural Kines Lab

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

**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.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 3100 - Laboratory based learning of structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>Lady Lante</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>Lady Lante</i>	Date: 2-27-17
Dean/Director: <i>Phon Noviceo</i>	Date: 2/27/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3110L**  
**Structural Kinesiology Lab**  
**1 SEMESTER HOUR**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

(1) Manual of Structural Kinesiology; Floyd; (18<sup>th</sup> ed. or 19<sup>th</sup> ed.)

Important: Power Points with additional required information will be provided via email attachment and/or BlazeView.

Important: Supplemental information may be provided via lecture, email attachment, and/or BlazeView.

**COURSE DESCRIPTION**

Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized. This lab provides an opportunity to practice musculoskeletal palpation, identification, and biomechanical techniques in a laboratory setting and supplements the lecture of the HSHS 3100 course. Co-Requisite: HSHS 3110L

**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**

- Demonstrate musculoskeletal palpation and identification of the following:
  - The shoulder girdle
  - The shoulder joint
  - The elbow, and radioulnar joints
  - The wrist and hand joints
  - The hip joint and pelvic girdle
  - The knee joint
  - The ankle and foot joints
  - The trunk and spinal column
- Demonstrate musculoskeletal biomechanical principles:
  - First-class levers
  - Second-class levers
  - Third-class levers
  - Wheel and axles
  - Pulleys

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

- Online lecture/video content
- Face-to-face lab techniques
- Practical Examinations

## COURSE EVALUATION

Practical Exams: 60%

Lab Assignments: 20%

Attendance/Participation: 20%

### Grading Scale

(Example)

Include how you might do this.

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be

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taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

**WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

**PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

**SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

**ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.



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

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

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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Students must be aware that a grade of **F** or **D** in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

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**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Chuck Conner, M.A., ATC/L  
Office: HSBA Building; Room# 2209  
Office Phone: (229) 333-5354  
SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)  
Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Chapter 1: Foundations of Kinesiology	(weeks 1-2)
Chapter 4: The Shoulder Girdle	(week 3)
Chapter 5: The Shoulder Joint	(week 4)
Chapter 6: The Elbow and Radioulnar Joints	(week 6)
Chapter 7: The Wrist and Hand Joint	(week 6)
Practical Exam:	(week 7)
Chapter 11: The Ankle Joint	(week 8)
Chapter 10: The Knee Joint	(week 9)
Chapter 9: The Hip Joint and Pelvic Girdle	(week 9)
Chapter 12: The Trunk and Spinal Column	(week 10)
Practical Exam:	(week 11)
Biomechanical Principles and Applications	(weeks 12-13)
Practical Exam:	(week 14)



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## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3250

**Proposed New Course Title:**

Principles of Nutrition

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Prin of Nutri

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. Long Carter</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>L. Long Carter</i>	Date: 2-27-17
Dean/Director: <i>John Novicko</i>	Date: 2/27/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3250  
Principles of Nutrition  
3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences  
Health Sciences  
Valdosta State University**

**REQUIRED TEXT**

Sports Nutrition for Health Professionals by Natalie Digate Muth

**COURSE DESCRIPTION**

Use the course description provided in the new course forms.

**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**

- Describe the following components of carbohydrates:
  - Function, structure, digestion and absorption, metabolism, role in athletic performance, role in weight management
- Describe the following components of proteins:
  - Structure, function, quality, types, digestion and absorption, metabolism, recommendations, benefits and risks
- Describe the following components of fats:
  - Structure, function, cholesterol, fatty acids and triglycerides, digestion and absorption, metabolism and storage, role in health, role in weight management, role in athletic performance, choosing fats
- Describe the following components of vitamins, minerals, electrolytes, and water:
  - Functions, needs, food sources, digestion and absorption, role in weight management
- Describe the following components of dietary guidelines, general nutrition recommendations, and federal nutrition policy:
  - Dietary guidelines, dietary reference intakes, food safety and selection, foodborne illnesses, nutritional policies
- Describe the following components of exercise and nutrition:
  - Digestive system, nutritional biochemistry, effects of training, interrelationship
- Describe the following components of nutrition strategies and optimal performance:
  - Anatomy and physiology of eating and exercise, macronutrient storage, energy intake and performance, nutrition requirements before, during, and after exercise
- Describe the following components of thermoregulation and fluid balance:
  - Physiology of exercise and hydration, hyponatremia, prevention of fluid disturbances, fluid requirements for performance, hydration before, during, and after activity
- Describe the following components of nutritional strategies for athletes:
  - Nutritional needs for endurance, power, and strength performance
- Describe the following components of nutritional supplements and ergogenic aids:
  - Supplement regulation
- Describe the following components of nutrition and body composition:
  - Assessment and coaching strategies
- Describe the following components of weight management and energy balance:

- Weight balance, energy balance, neutral, positive, and negative energy balance
- Describe the following components of nutrition across the life cycle:
  - Young, gender specific, older population
- Describe the following components of nutrition for individuals with illness or injury:
  - Acute illness, chronic diseases
- Describe the following components of eating and exercise disorders:
  - Eating disorders, exercise disorders
- Describe the following components of nutrition with individuals with special dietary needs:
  - Vegetarian diets, gluten-free diets, food allergies, other special eating plans

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions

Classroom Participation

Written Exam

Project

### **COURSE EVALUATION**

Written Exam (60%)

Project (20%)

Final Exam (20%)

### **Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

### **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
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  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy



- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

### **ATTENDANCE POLICY**

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### **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

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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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
  - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the

University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESS STATEMENT**

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

### **STUDENT OPINION OF INSTRUCTION**

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

### **INCOMPLETES:**

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**.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of **F** or **D** in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class,

including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Chuck Conner, M.A., ATC/L

Office: HSBA Building; Room# 2209

Office Phone: (229) 333-5354

SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)

Office Hours: To Be Posted On Office Door

### **Tentative Course Agenda**

Chapter 1: Carbohydrates	(week 1-3)
Chapter 2: Protein	(week 1-3)
Chapter 3: Fats	(week 1-3)
Chapter 4: Vitamins, Minerals, Electrolytes, and Water	(week 4)
Chapter 5: Guidelines and Policies	(week 4)
Exam	(week 5)
Chapter 6: Exercise Physiology and Nutrition	(week 5)
Chapter 7: Nutrition Strategies for Optimal Performance	(week 6)
Chapter 8: Exercise, Thermoregulation, and Fluid Balance	(week 7)
Chapter 9: Strategies for Endurance, Strength, and Power	(week 7)
Chapter 10: Nutritional Supplements and Ergogenic Aids	(week 8)
Exam	(week 8)
Chapter 11: Nutrition and Body Composition	(week 9)
Chapter 12: Weight Management and Energy Balance	(week 9)
Chapter 13: Nutrition Across the Life Cycle	(week 10)
Exam	(week 10)
Chapter 14: Nutrition for Athletes with Illness or Injury	(week 11)
Chapter 15: Eating and Exercise Disorders	(weeks 12-13)
Chapter 16: Nutrition for Athletes with Special Dietary Needs	(weeks 14-15)
Final Exam	

*The* **Blazer** *Pledge*  
VALDOSTA STATE UNIVERSITY

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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3300

**Proposed New Course Title:**

Health Assessments and Promotion

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Health Assess Promotion

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 2

**Lab Hours:** 0

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 3310L - This course is an introduction to the process of systematic and comprehensive health data collection and assessment across the lifespan. Emphasis is placed on strategies for interpersonal communication as well as gathering and assessment of data from examination techniques. Also focuses on the examination of a patient's health risk and provision of interventions to promote healthy lifestyle behaviors and disease prevention.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

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<p><b>Plans for assessing the effectiveness of the course in meeting program's learning outcomes</b> (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?)</p> <p><b>Data Sources:</b></p> <p><input checked="" type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p> <p><input type="checkbox"/> Other:</p>

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

<b>Approvals:</b>	
Dept. Head: <i>L. J. Lante</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>L. J. Lante</i>	Date: <i>2-27-17</i>
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Graduate Exec. Comm.: (for graduate course):	Date:
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Academic Committee:	Date:

Form last updated: January 6, 2010



**HSHS 3300**  
**Health Assessments and Promotion**  
**2 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

- Bickley, L. S. & Szilagy, P. G. (2013). Bates' guide to physical examination and history taking (11<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins. *\*\*A previous edition may be used by the student, with the understanding that page numbers presented in the course materials will come from the 11<sup>th</sup> edition.*

**COURSE DESCRIPTION**

This course is an introduction to the process of systematic and comprehensive health data collection and assessment across the lifespan. Emphasis is placed on strategies for interpersonal communication as well as gathering and assessment of data from examination techniques. Also focuses on the examination of a patient's health risk and provision of interventions to promote healthy lifestyle behaviors and disease prevention.

\*Co-requisite: HSHS 3310L

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

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**COURSE OBJECTIVES**

1. Understand the components of a health assessment to include...
  - a. History taking techniques
  - b. Comprehensive health history
  - c. Physical examination (general survey, vital signs, and pain)
  - d. Behavior and mental status
2. Understand assessment techniques, normal vs. abnormal findings, and health promotion/counseling techniques for the body's systems to include...
  - a. Skin, hair and nails
  - b. Head and neck
  - c. Respiratory system
  - d. Cardiovascular system
  - e. Gastrointestinal tract
  - f. Urinary tract
  - g. Peripheral vascular system
  - h. Genitals and breast
  - i. Nervous system
3. Understand assessment techniques, normal vs. abnormal findings, and health promotion/counseling techniques for the following special populations...
  - a. Infant patients
  - b. Pediatric patients
  - c. Adolescent patients
  - d. Pregnant females
  - e. Older adults

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS

- Online lecture
- Online discussions
- Online quizzes
- Written Exams
- Final comprehensive exam
- Case Studies/Analysis

## COURSE EVALUATION

Component	% of Final Grade
Written Exams	40%
Final Exam (comprehensive)	20%
Online Discussions	10%
Online Quizzes	15%
Case Study	15%

### Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

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

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**Instructor**

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (**DO NOT** use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

\*\* Please schedule appointments with me for anything class related. This ensures my availability for you.

**Tentative Course Agenda**

UNIT 1

Week 1-2: Health and physical examination (Chapters 1-3)

Week 3: General survey, vital signs, pain, behavior/mental status (Chapters 4-5)

Unit 1 Exam

UNIT 2

Week 4: Skin/hair/nails, head and neck assessments (Chapter 6)

Week 5: Respiratory system assessments (Chapter 8)

Week 6: Cardiovascular system assessments (Chapter 9)

Unit 2 Exam

UNIT 3

Week 7: Gastrointestinal and peripheral vascular systems assessments (Chapters 11-12, 15)

Week 8: Genitourinary tracts (Chapters 11, 13-14, 15)

Week 9: Breast

Unit 3 Exam

UNIT 4

Week 10: Nervous system assessments (Chapter 17)

Week 11: Infant patient assessment (Chapter 18)

Week 12: Pediatric and adolescent (Chapter 18)

UNIT 4 Exam

UNIT 5

Week 13: Pregnant females (Chapter 19)

Week 14: Older adult patients (Chapter 20)

Week 15: Case Study

Unit 5 Exam

Comprehensive Final Exam

*The* **Blazer** *pledge*  
VALDOSTA STATE UNIVERSITY

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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3310L

**Proposed New Course Title:**

Health Assessments and Promotion Lab

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Health Assess Promotion Lab

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

**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.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 3300 - This course focuses on the selection and application of health assessment techniques, including the accurate collection of patient data across the life span. This lab provides an opportunity to practice health assessment techniques in a laboratory setting and supplements the lecture of the HSHS 3300.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>Lal Amy Carter</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>Lal Amy Carter</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Oliver Novello</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3310L**  
**Health Assessments and Promotion Lab**  
**1 SEMESTER HOUR**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

- Bickley, L. S. & Szilagyi, P. G. (2013). Bates' guide to physical examination and history taking (11<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins. *\*\*A previous edition may be used by the student, with the understanding that page numbers presented in the course materials will come from the 11<sup>th</sup> edition.*

**COURSE DESCRIPTION**

This course focuses on the selection and application of health assessment techniques, including the accurate collection of patient data across the life span. This lab provides an opportunity to practice health assessment techniques in a laboratory setting and supplements the lecture of the HSHS 3300 course.

\*Co-requisite: HSHS 3300

**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**

1. Demonstrate the ability to take a comprehensive history and physical exam of a patient.
2. Demonstrate assessment techniques for the body's systems to include...
  - a. Skin, hair and nails
  - b. Head and neck
  - c. Respiratory system
  - d. Cardiovascular system
  - e. Gastrointestinal tract
  - f. Urinary tract
  - g. Peripheral vascular system
  - h. Genitals and breast
  - i. Nervous system
3. Demonstrate assessment techniques for the following special populations...
  - a. Infant patients
  - b. Pediatric patients
  - c. Adolescent patients
  - d. Pregnant females
  - e. Older adults

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

- Online lecture/video content
- Face-to-face lab techniques
- Practical Examinations

## COURSE EVALUATION

<b>Component</b>	<b>% of Final Grade</b>
Practical Exams	50%
Lab Assignments (submit in appropriate Dropbox in BlazeView)	30%
Attendance/Participation	20%

### Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10

points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

**WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

**PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

**SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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Week 4: Skin/hair/nails, head and neck assessments

Week 5: Respiratory system assessments

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UNIT 2

Week 7: Cardiovascular system assessments

Week 8: Peripheral vascular and gastrointestinal systems assessments

Week 9: Urinary tract and genitals/breast

Week 10: Nervous system assessments

Week 11: Unit 2 Practical Exams (done by appointment in HSBA 2050)

Week 12-13: Infant, pediatric, and adolescent patient assessments

Week 14: Pregnant females and older adult patients

Week 15: Case Study



*The* **Blazer** *Creed*  
VALDOSTA STATE UNIVERSITY

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)  
HSHS 3350

**Proposed New Course Title:**

Medical Disease and Illness

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Med Disease and Ill

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - This course is a survey of disabilities, illnesses, and medical conditions across the lifespan. Emphasis is placed on the signs, symptoms, assessments, treatments, and preventative techniques associated with specific illnesses and medical conditions. In addition, course content will also focus on current information provided by the most recent Healthy People data.

**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:
- Adopted current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

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**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>L. L. Lupton</i>	Date: <i>2-27-07</i>
College/Division Exec. Comm.: <i>L. L. Lupton</i>	Date: <i>2-27-07</i>
Dean/Director: <i>John Naville</i>	Date: <i>2/27/07</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3350  
Medical Disease and Illness  
3 SEMESTER HOURS**

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**College of Nursing and Health Sciences  
Health Sciences  
Valdosta State University**

**REQUIRED TEXT**

Neighbors, M. & Tannehill-Jones, R. (2015). *Human diseases*(4<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

**COURSE DESCRIPTION**

This course is a survey of disabilities, illnesses, and medical conditions across the lifespan. Emphasis is placed on the signs, symptoms, assessments, treatments, and preventative techniques associated with specific illnesses and medical conditions. In addition, course content will also focus on current information provided by the most recent Healthy People data.

**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**

1. The student will be able to describe basic concepts of human disease and illness including, but not limited to
  - a. basic terminology
  - b. pathogenesis
  - c. predisposing factors
  - d. mechanisms of disease across the lifespan
2. The student will be able to identify and describe conditions, symptoms, method of diagnosis, treatment and prevention of medical disease and illness that occurs across the lifespan related to the following:
  - a. Cancer
  - b. Inflammation and infection
  - c. Immune system
  - d. Blood and blood-forming organs
  - e. Cardiovascular system
  - f. Respiratory system
  - g. Lymphatic system
  - h. Digestive system
  - i. Urinary system
  - j. Endocrine system
  - k. Nervous system
  - l. Reproductive system
  - m. Integumentary system
3. The student will be able to locate and utilize data from the most recent Health People objectives.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Online lecture  
Online discussions  
Written Exams  
Final comprehensive exam  
Case Studies/Analysis

## COURSE EVALUATION

<b>Component</b>	<b>% of Final Grade</b>
Written Exams	40%
Final Exam (comprehensive)	20%
Online Discussions	10%
Online Quizzes	15%
Case Study	15%

### Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
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  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## **ATTENDANCE POLICY**

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

## **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

## **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

## **SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

## **ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

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

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

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

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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



## **STUDENT OPINION OF INSTRUCTION**

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

## **INCOMPLETES:**

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**.

## **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of **F** or **D** in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

## **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

## **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses

itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (DO NOT use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

### **Tentative Course Agenda**

#### UNIT 1

Week 1: Basic concepts of human disease and illness (Chapters 1-2)

Week 2-3: Cancer and inflammation/infection (Chapters 3-4)

Unit 1 Exam

#### UNIT 2

Week 4: Immune system (Chapter 5)

Week 5: Blood and blood-forming organs (Chapter 7)

Week 6: Cardiovascular system (Chapter 8)

Unit 2 Exam

#### UNIT 3

Week 7: Respiratory system (Chapter 9)

Week 8: Lymphatic system (Chapter 10)

Week 9: Digestive system (Chapters 11-12)

Unit 3 Exam

#### UNIT 4

Week 10: Urinary system (Chapter 13)

Week 11: Endocrine system (Chapter 14)

Week 12: Nervous system (Chapter 15)

Unit 4 Exam

#### UNIT 5

Week 13: Reproductive system (Chapter 17)

Week 14: Integumentary system (Chapter 18)

Unit 5 Exam

Week 15: Case Study

Comprehensive Final Exam

*The* **Blazer** *pledge*  
VALDOSTA STATE UNIVERSITY

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## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3400

**Proposed New Course Title:**

Principles of Musculoskeletal Examination of Extremities

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Prin Musculo Exam Extrem

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of HSHS 3100 and HSHS 3100L with a grade of "C" or better; Co-Requisite: HSHS 3410L - Examination of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on upper extremity injuries and conditions.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>Lady Lupton</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>Lady Lupton</i>	Date: 2-27-17
Dean/Director: <i>John Novello</i>	Date: 2/27/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3400**  
**Principles of Musculoskeletal Evaluation of Extremities**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Examination of Orthopedic and Athletic Injuries by Starkey, Brown, and Ryan

**COURSE DESCRIPTION**

Examination of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on upper extremity injuries and conditions. Co-Requisite: HSHS 3410L

**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**

- Describe the components of the injury examination process:
  - Systematic examination technique, clinical assessment
- Describe the components of examination and management of acute pathologies:
  - Emergency planning, specific rules, critical findings, on-field examination, and immediate management
- Describe the components of injury pathology nomenclature:
  - Tissue response to stress, stress-strain relationship, mechanisms of injury, soft tissue pathology, bony pathology, neurovascular pathologies
- Describe the components of foot and toe pathologies:
  - Clinical anatomy, clinical examination, pathologies of the foot and toes
- Describe the components ankle and leg pathologies:
  - Clinical anatomy, clinical examination, pathologies of the ankle and leg
- Describe the components of knee and patellofemoral pathologies:
  - Clinical anatomy, clinical examination, pathologies of the knee and patellofemoral articulations
- Describe the components of pelvis and thigh pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the pelvis and thigh
- Describe the components of shoulder and upper arm pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the shoulder and upper arm
- Describe the components of elbow and forearm pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the elbow and forearm
- Describe the components of wrist, hand, and finger pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the wrist, hand, and finger pathologies

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exam

259

## **COURSE EVALUATION**

Written Exam (80%)

Final Exam (20%)

### **Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
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  - Safe computing guide
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- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
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2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
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**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Chapter 1: The Injury Examination Process	(week 1-2)
Chapter 2: Examination and Management of Acute Pathologies	(weeks 3-4)
Chapter 4: Injury Pathology Nomenclature	(week 4)
Exam	
Chapter 8: Foot and Toe Pathologies	(week 5)
Chapter 9: Ankle and Leg Pathologies	(weeks 6-7)
Exam	
Chapter 10: Knee Pathologies	(weeks 8-9)
Chapter 11: Patellofemoral Articulation Pathologies	(week 9)
Chapter 12: Pelvis and Thigh Pathologies	(week 10)
Exam	
Chapter 16: Shoulder and Upper Arm Pathologies	(week 11-12)
Chapter 17: Elbow and Forearm Pathologies	(week 13)
Chapter 18: Wrist, Hand, and Finger Pathologies	(week 14)



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

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## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3410L

**Proposed New Course Title:**

Principles of Musculoskeletal Examination of Extremities Lab

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Prin Musculo Exam Extrem Lab

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

**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.) Prerequisite: Completion of HSHS 3100 and HSHS 3100L with a grade of "C" or better; Co-Requisite: HSHS 3400 - Laboratory component of examinations of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on upper extremity injuries and conditions.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

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**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>L. J. Conte</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>L. J. Conte</i>	Date: 2-27-17
Dean/Director: <i>John Novello</i>	Date: 2-27-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3410L**  
**Principles of Musculoskeletal Evaluation of Extremities Lab**  
**1 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

TBA

**COURSE DESCRIPTION**

Laboratory component of examinations of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on upper extremity injuries and conditions. Co-requisite: HSHS 3400

**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**

- Demonstrate the components of the injury examination process:
  - Systematic examination technique, clinical assessment
- Demonstrate the components of examination and management of acute pathologies:
  - Emergency planning, specific rules, critical findings, on-field examination, and immediate management
- Demonstrate the components of foot and toe pathologies:
  - Clinical anatomy, clinical examination, pathologies of the foot and toes
- Demonstrate the components ankle and leg pathologies:
  - Clinical anatomy, clinical examination, pathologies of the ankle and leg
- Demonstrate the components of knee and patellofemoral pathologies:
  - Clinical anatomy, clinical examination, pathologies of the knee and patellofemoral articulations
- Demonstrate the components of pelvis and thigh pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the pelvis and thigh
- Demonstrate the components of shoulder and upper arm pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the shoulder and upper arm
- Demonstrate the components of elbow and forearm pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the elbow and forearm
- Demonstrate the components of wrist, hand, and finger pathologies:
  - Clinical anatomy, clinical examinations, pathologies of the wrist, hand, and finger pathologies

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

- Online lecture/video content
- Face-to-face lab techniques
- Practical Examinations



## COURSE EVALUATION

Practical Exams (60%)

Lab Assignments (20%)

Attendance/Participation (20%)

### Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
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No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

- Demonstrate the components of the injury examination process: (week 1)
  - Systematic examination technique, clinical assessment
- Demonstrate the components of examination and management of acute pathologies: (week 2)
  - Emergency planning, specific rules, critical findings, on-field examination, and immediate management
- Demonstrate the components of foot and toe pathologies: (week 3)
  - Clinical anatomy, clinical examination, pathologies of the foot and toes
- Demonstrate the components ankle and leg pathologies: (week 4)
  - Clinical anatomy, clinical examination, pathologies of the ankle and leg
- Practical Exam
- Demonstrate the components of knee and patellofemoral pathologies: (weeks 6-7)
  - Clinical anatomy, clinical examination, pathologies of the knee and patellofemoral articulations
- Demonstrate the components of pelvis and thigh pathologies: (week 8)
  - Clinical anatomy, clinical examinations, pathologies of the pelvis and thigh
- Practical Exam
- Demonstrate the components of shoulder and upper arm pathologies: (weeks 10-11)
  - Clinical anatomy, clinical examinations, pathologies of the shoulder and upper arm
- Demonstrate the components of elbow and forearm pathologies: (week 12)
  - Clinical anatomy, clinical examinations, pathologies of the elbow and forearm
- Demonstrate the components of wrist, hand, and finger pathologies: (week 13)
  - Clinical anatomy, clinical examinations, pathologies of the wrist, hand, and finger pathologies
- Practical Exam (weeks 14-15)



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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3600

**Proposed New Course Title:**

Documentation, Terminology, and Coding in Healthcare

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Doc, Term, Code in Healthcare

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - An introduction to healthcare documentation and medical terminology. Medical Coding will also be introduced.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

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**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>L. Ly Carter</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>L. Ly Carter</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Noviceo</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**HSHS 3600**  
**Documentation, Terminology, and Coding in Healthcare**  
**3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

- Understanding Health Insurance: A Guide to Billing and Reimbursement by Green and Rowell
- Medical Terminology Express by Gylys and Masters
- Writing Patient/Client Notes: Ensuring Accuracy in Documentation by Kettenbach and Schlomer

**COURSE DESCRIPTION**

An introduction to healthcare documentation and medical terminology. Medical Coding will also be introduced.

**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**

- Describe the following components of health insurance:
  - Major developments, documentation/EHR
- Describe the following components of processing an insurance claim:
  - Claim life cycle, maintaining claim files
- Describe the following components of legal and regulatory issues:
  - Federal laws, retention of records
- Describe the following components of coding:
  - CPT subsections, categories, subcategories, index, modifiers, sections
- Describe the following components of CMS reimbursement methodologies:
  - CMS payment systems, schedules, rates
- Describe the following components of claim instructions:
  - Billing guidelines, reporting diagnoses, procedures, and services
- Describe the following components of various types of insurance:
  - Commercial, BCBS, Medicare, Medicaid, TRICARE, Workers' Compensation
- Describe the following components of introducing medical terminology:
  - Medical word elements, pronunciation guidelines
- Describe the following components of body structure terminology:
  - Body planes, quadrants and regions, positioning, medical word building, integumentary system, respiratory system, cardiovascular system, blood, lymphatic and immune system, digestive system, urinary system, reproductive system, endocrine system, nervous system, musculoskeletal system
- Describe the following components of documentation basics:
  - Writing in a health record, using abbreviations,
- Describe the following components of documenting the examination, evaluation/assessment, and plan of care:
  - History, ROS, SOAP notes

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS

Classroom Lecture, Discussions

Classroom Participation

Written Exam

## COURSE EVALUATION

Written Exam (70%)

Project (10%)

Final Exam (20%)

## Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## **ATTENDANCE POLICY**

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

## **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

## **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

## **SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

## **ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
  - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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

## **STUDENT OPINION OF INSTRUCTION**

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

## **INCOMPLETES:**

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**.

## **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of **F** or **D** in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

## **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

## **STUDENT ACADEMIC IRREGULARITIES**

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itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Introduction to Health Insurance	(week 1)
Processing an Insurance Claim	(week 3)
Legal and Regulatory Issues	(week 3)
Components of Coding	(week 4)
Components of CMS Reimbursement Methodologies	(week 5)
Exam	
Components of Claim Instructions	(week 6)
Components of Various Types of Insurance	(week 7)
Introduction to Medical Terminology	(week 8)
Exam	
Components of Body Structure Terminology	(weeks 9-12)
Exam	
Documentation Basics	(weeks 13)
Documentation the exam, evaluation, and plan of care	(weeks 14-15)



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## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3700

**Proposed New Course Title:**

Principles of Pharmacology and Diagnostic Testing

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Prin Pharm Diag Test

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - This course offers a concise introduction to pharmacological concepts for students in healthcare professions. Emphasis will include effects, indications, contraindications, and adverse effects. The course will also focus on common imaging modalities and their use in assessing, monitoring, and treating conditions seen by healthcare professionals.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>Lady Lante</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>Lady Lante</i>	Date: 2-27-17
Dean/Director: <i>John Novillo</i>	Date: 2/27/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3700**  
**Principles of Pharmacology and Diagnostic Testing**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

- Pharmacology for Health Professionals by Acosta
- Imaging for the Health Care Practitioner by Malone, Hazle, Grey, and Hendrix

**COURSE DESCRIPTION**

This course offers a concise introduction to pharmacological concepts for students in healthcare professions. Emphasis will include effects, indications, contraindications, and adverse effects. The course will also focus on common imaging modalities and their use in assessing, monitoring, and treating conditions seen by healthcare professionals.

**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**

- Describe the following components of the foundations of clinical pharmacology:
  - General principles, administration
- Describe the following components of drugs that affect the CNS:
  - Stimulants, anticonvulsants, cholinesterase inhibitors, psychiatric, analgesics/antagonists, anesthetic, antiemetic and antivertigo
- Describe the following components of drugs that affect the PNS:
  - Adrenergic drugs, adrenergic blocking, cholinergic, anticholinergics
- Describe the following components of drugs that affect the respiratory system:
  - Bronchodilators and antiasthmatics, antihistamines and decongestants, antitussives, mucolytics, and expectorants
- Describe the following components of drugs that affect the cardiovascular system:
  - Cardiotonics and inotropic, antiarrhythmic, antianginal and peripheral vasodilating, antihypertensive, antihyperlipidemic, anticoagulant and thrombolytic, antianemia
- Describe the following components of drugs that affect the urinary system:
  - Diuretics
- Describe the following components of drugs that affect the GI system:
  - Stomach and pancreas, gallbladder and intestines
- Describe the following components of drugs that affect the endocrine system:
  - Antidiabetic, pituitary and adrenocortical, thyroid and antithyroid, male and female hormones
- Describe the following components of anti-infective drugs:
  - Antibacterial, antimycobacterial, antiviral, antifungal, antiparasitic
- Describe the following components of drugs that affect the immune system:
  - Immunologic, antineoplastic
- Describe the following components of drugs that affect other body systems:
  - Musculoskeletal, integumentary, otic and ophthalmic
- Describe the following components of diagnostic imaging:
  - Radiography, CT, MRI, ultrasound

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions

Classroom Participation

Written Exam

## **COURSE EVALUATION**

Written Exam (80%)

Final Exam (20%)

### **Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
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- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
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The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>.

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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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
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B. Academic Integrity Academic Response: Valdosta State University policy is that a violation of Appendix A, Section I may and should be handled by the professor, the student, and possibly the department head or academic dean concerned with the offense. Sanctions for an academic integrity violation should be outlined in the course syllabus.

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## **INCOMPLETES:**

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.

## **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

## **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

## **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses

itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (**DO NOT** use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

### **Tentative Course Agenda**

Foundations of Clinical Pharmacology	(week 1)
Drugs that affect the CNS	(week 2)
Drugs that affect the PNS	(week 3)
Drugs that affect the Respiratory System	(week 4)
Exam	
Drugs that affect the Cardiovascular System	(week 5)
Drugs that affect the Urinary System	(week 6)
Drugs that affect the GI System	(week 7)
Exam	
Drugs that affect the Endocrine System	(week 8)
Anti-Infective Drugs	(week 9)
Drugs that affect the Immune System	(week 10)
Drugs that affect Other Body Systems	(week 11)
Exam	
Laboratory and Diagnostic Imaging	(week 12-15)
Exam	
Final Exam	



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 3800

**Proposed New Course Title:**  
Evidence Based Practice in Healthcare  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
EVP in Healthcare

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 2

**Lab Hours:** 0

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - An introduction to various essential concepts and components associated with the evidence-based practice process in health related professions.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>La Sy Carter</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>La Sy Carter</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Novello</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3800**  
**Evidence-Based Practice in Healthcare**  
**2 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

TBA

**COURSE DESCRIPTION**

An introduction to various essential concepts and components associated with the evidence-based practice process.

**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**

- Describe the need for evidence-based practice.
- Describe the process for finding evidence to answer clinical questions.
- Describe how to critically appraise information when making decisions.
- Describe how to integrate patient-centered and evidence-based medicine.
- Describe how to measure outcomes.
- Describe leadership strategies for evidence-based practice implementation.
- Describe how to teach evidence-based practice in various healthcare settings.
- Describe how to current evidence-based practices are provided.
- Describe how healthcare professionals can contribute to evidence-based practice.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exam  
Project

**COURSE EVALUATION**

Written Exam (60%)  
Project (20%)  
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**Grading Scale**

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Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (**DO NOT** use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

### Tentative Course Agenda

Describe the need for evidence-based practice.	(weeks 1-2)
Describe the process for finding evidence to answer clinical questions.	(weeks 3-4)
Exam	
Describe how to critically appraise information when making decisions.	(weeks 5-6)
Describe how to integrate patient-centered and evidence-based medicine.	(weeks 7-8)
Exam	
Describe how to measure outcomes.	(weeks 9-10)
Describe leadership strategies for evidence-based practice implementation.	(weeks 11-12)
Exam	
Describe how to teach evidence-based practice in various healthcare settings.	(week 13)
Describe how to current evidence-based practices are provided.	(week 13)
Describe how healthcare professionals can contribute to evidence-based practice.	(week 14)
Exam	
Final Exam	



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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 3900

**Proposed New Course Title:**

Current Trends and Issues in Healthcare

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Cur Trend Issue Health

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - An exploration of current issues and trends in healthcare to include issues across the lifespan.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. J. Lunte</i>	Date: <i>2-27-07</i>
College/Division Exec. Comm.: <i>L. J. Lunte</i>	Date: <i>2-27-07</i>
Dean/Director: <i>John Noviceo</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3900**  
**Current Trends and Issues in Healthcare**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Health Care Policy: Issues and Trends by Kronenfeld

**COURSE DESCRIPTION**

An exploration of current issues in trends in healthcare to include issues across the lifespan.

**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**

- Describe physical health and disease trends.
- Describe behavioral and mental health trends.
- Describe US health care system trends.
- Describe health care provider trends.
- Describe pediatric health care trends.
- Describe geriatric and long-term health care trends.
- Describe financial concerns and health care trends.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exam  
Project

**COURSE EVALUATION**

Written Exam (60%)  
Project (20%)  
Final Exam (20%)

**Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
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  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## **ATTENDANCE POLICY**

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

## **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

## **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

## **SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

## **ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
  - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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

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

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

#### **INCOMPLETES:**

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**.

**POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

**APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
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**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

**Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door



**Tentative Course Agenda**

Describe physical health and disease trends.	(weeks 1-2)
Describe behavioral and mental health trends.	(weeks 3-4)
Exam	
Describe US health care system trends.	(weeks 5-6)
Describe health care provider trends.	(weeks 7-8)
Exam	
Describe pediatric health care trends.	(weeks 9-10)
Describe geriatric and long-term health care trends.	(weeks 11-12)
Describe financial concerns and health care trends.	(weeks 13-14)



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As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 3950

**Proposed New Course Title:**  
Professionalism and Healthcare

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

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - The course provides students with information related to identifying and developing professional behaviors in healthcare professions. Information regarding assessing professional behavior and challenging unprofessional behavior will be addressed.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. Ly Carter</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>L. Ly Carter</i>	Date: 2-27-17
Dean/Director: <i>J. Naville</i>	Date: 2/27/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 3950  
Professionalism and Healthcare  
3 SEMESTER HOURS**

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**College of Nursing and Health Sciences  
Health Sciences  
Valdosta State University**

**REQUIRED TEXT**

Health Care Professionalism at a Glance by Thistlethwaite and McKimm

**COURSE DESCRIPTION**

The course provides students with information related to identifying and developing professional behaviors in healthcare professions. Information regarding assessing professional behavior and challenging unprofessional behavior will be addressed.

**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**

- Describe the following components of professionalism:
  - What is professionalism, health professionalism, becoming a professional
- Describe the following components of learning to become a professional:
  - Informal learning, role models, principles of selection
- Describe the following components of professionalism in practice:
  - Behaviors, empathy, compassion, and altruism, self-care, reflective practice, values-based practice, cultural competency, sensitivity, and safety, bias and prejudice
- Describe the following components of working with patients:
  - Advocacy, safety, relationships, boundary crossing and violations, compliance, adherence, and shared decision-making, communication
- Describe the following components of working with others:
  - Teamwork, interprofessional practice, roles
- Describe the following components with issues and dilemmas:
  - Conflict, complaints

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exam

**COURSE EVALUATION**

Written Exam (80%)  
Final Exam (20%)

**Grading Scale**

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

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
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  - Safe computing guide
  - Information resources acceptable use policy
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- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
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### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

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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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
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- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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1. gather all pertinent information, and
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**INCOMPLETES:**

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.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

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**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Components of Professionalism	(weeks 1-3)
Components of Becoming a Professional	(weeks 4-5)
Exam	
Components of Professionalism in Practice	(weeks 6-8)
Working with Patients	(weeks 9-10)
Exam	
Working with Others	(weeks 11-12)
Issues and Dilemmas	(weeks 13-14)
Exam	
Final Exam	



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4000

**Proposed New Course Title:**  
Legal and Ethical Issues in Healthcare  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Legal Ethical Issues Healthcare

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - A course addressing the most recent trends in law and ethics, treating both areas with equal depth and insight, and demonstrating interconnections in the healthcare system.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. J. Lante</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm. <i>L. J. Lante</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Noriceo</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4000**  
**Legal and Ethical Issues in Healthcare**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Health Law and Medical Ethics by James Allen

**COURSE DESCRIPTION**

A course addressing the most recent trends in law and ethics, treating both areas with equal depth and insight, and demonstrating interconnections in the healthcare system.

**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**

- How the law works
- Responsibilities of healthcare professionals
- Medical records
- Insurance
- Torts
- Negligence
- Ethical decision-making
- Bioethics
- Future of healthcare
- Issues associated with diversity

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

- Classroom Lecture, Discussions
- Classroom Participation
- Written Exam
- Case Studies
- Case Analysis

**COURSE EVALUATION**

- Written Exam (70%)
- Case Studies (15%)
- Case Analysis (15%)

**Grading Scale**

Include how you might do this.

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
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**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

**Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

## Tentative Course Agenda

(Example)

How the law works (week 1-2)

Responsibilities of healthcare professionals (week 2-4)

Exam

Medical record (week 4-6)

Insurance (week 6-8)

Exam

Case Study/Case Analysis

Torts (week 8-10)

Negligence (week 10-11)

Exam

Ethical decision-making (week 12)

Bioethics (week 13)

Case Study/Case Analysis

Exam

Future of healthcare (week 14)

Issues associated with diversity (week 15)

Final Exam



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4050

**Proposed New Course Title:**  
Principles of Musculoskeletal Examination of Head, Neck, and Trunk  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Prin Musculo Exam of HNT

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of HSHS 3100 and HSHS 3100L with a grade of "C" or better; Co-Requisite: HSHS 4060L - Examination of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on head, neck, truck, and lower extremity injuries and conditions.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

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

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**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>Lady Lunte</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>Lady Lunte</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Naville</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4050**  
**Principles of Musculoskeletal Evaluation of Head, Neck, and Trunk**  
**3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Examination of Orthopedic and Athletic Injuries by Starkey, Brown, and Ryan

**COURSE DESCRIPTION**

Examination of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on head, neck, truck, and lower extremity injuries and conditions. Co-Requisite: HSHS 4060L

**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**

- Describe the components of thoracic and lumbar spine pathologies:
  - Clinical anatomy, clinical examination, pathologies of the thoracic and lumbar spine
- Describe the components of cervical spine pathologies:
  - Clinical anatomy, clinical examination, pathologies of the cervical spine
- Describe the components of thoracic and abdominal pathologies:
  - Clinical anatomy, clinical examination, pathologies of the thoracic spine and abdomen
- Describe the components of assessment of posture:
  - Clinical anatomy, clinical examination, muscle length assessment, common postural deviations
- Describe the components of eye pathologies:
  - Clinical anatomy, clinical examination, pathologies of the eye
- Describe the components of face and related structure pathologies:
  - Clinical anatomy, clinical examination, pathologies of the face and related structures
- Describe head and cervical spine pathologies
  - Clinical anatomy, clinical examination, pathologies of the head and cervical spine

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exam

**COURSE EVALUATION**

Written Exam (80%)  
Final Exam (20%)

**Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
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- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## **ATTENDANCE POLICY**

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

## **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):



Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

### **SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

### **ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.

- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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

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

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

#### **INCOMPLETES:**

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.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

### **Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

### Tentative Course Agenda

Chapter 13: Thoracic and Lumbar Spine Pathologies	(week 1-2)
Chapter 14: Cervical Spine Pathologies	(week 3-4)
Chapter 15: Thoracic, and Abdominal Pathologies	(week 5-6)
Exam	
Chapter 6: Assessment of Posture	(week 7-8)
Exam	
Chapter 19: Eye Pathologies	(week 9)
Chapter 20: Face and Related Structure Pathologies	(week 10-11)
Exam	
Chapter 21: Head and Cervical Spine Pathologies	(12-14)
Exam	
Final Exam	



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As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4060L

**Proposed New Course Title:**  
Principles of Musculoskeletal Examination of Head, Neck, and Trunk Lab

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Prin Musculo Exam of HNT

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

**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.) Prerequisite: Completion of HSHS 3100 and HSHS 3100L with a grade of "C" or better; Co-Requisite: HSHS 4050 - Laboratory component of examinations of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on head, neck, and trunk, and conditions.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. A. Lytle</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>L. A. Lytle</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Naville</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4060L**  
**Principles of Musculoskeletal Evaluation of Head, Neck, and Trunk Lab**  
**1 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

TBA

**COURSE DESCRIPTION**

Laboratory component of examinations of commonly occurring musculoskeletal injuries and conditions common in a physically active population. Emphasis will be on head, neck, and trunk, and conditions.  
Co-Requisite: HSHS 4050

**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**

- Demonstrate the components of thoracic and lumbar spine pathologies:
  - Clinical anatomy, clinical examination, pathologies of the thoracic and lumbar spine
- Demonstrate the components of cervical spine pathologies:
  - Clinical anatomy, clinical examination, pathologies of the cervical spine
- Demonstrate the components of thoracic and abdominal pathologies:
  - Clinical anatomy, clinical examination, pathologies of the thoracic spine and abdomen
- Demonstrate the components of assessment of posture:
  - Clinical anatomy, clinical examination, muscle length assessment, common postural deviations
- Demonstrate the components of eye pathologies:
  - Clinical anatomy, clinical examination, pathologies of the eye
- Demonstrate the components of face and related structure pathologies:
  - Clinical anatomy, clinical examination, pathologies of the face and related structures
- Demonstrate head and cervical spine pathologies
  - Clinical anatomy, clinical examination, pathologies of the head and cervical spine

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

- Online lecture/video content
- Face-to-face lab techniques
- Practical Examinations

**COURSE EVALUATION**

Practical Exams (60%)  
Lab Assignments (20%)  
Attendance/Participation (20%)



## Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
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  - University Center (6 open labs)
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- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
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- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
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- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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Students must be aware that a grade of **F** or **D** in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

## **Instructor**

Russ Hoff

Office: HSBA Building; Room# 2211

Office Phone: (229) 333-7196

SOHS Phone: (229) 253-2900

E-mail: [rhoff@valdosta.edu](mailto:rhoff@valdosta.edu)

Office Hours: To Be Posted On Office Door

## **Tentative Course Agenda**

Demonstrate the components of thoracic and lumbar spine pathologies: Clinical anatomy, clinical examination, pathologies of the thoracic and lumbar spine	(weeks 1-2)
Demonstrate the components of cervical spine pathologies: Clinical anatomy, clinical examination, pathologies of the cervical spine	(weeks 3-4)
Practical Exam	
Demonstrate the components of thoracic and abdominal pathologies: Clinical anatomy, clinical examination, pathologies of the thoracic spine and abdomen	(weeks 6-7)
Demonstrate the components of assessment of posture: Clinical anatomy, clinical examination, muscle length assessment, common postural deviations	(weeks 8-10)
Practical Exam	
Demonstrate the components of eye pathologies: Clinical anatomy, clinical examination, pathologies of the eye	(week 11)
Demonstrate the components of face and related structure pathologies: Clinical anatomy, clinical examination, pathologies of the face and related structures	(week 11)
Demonstrate head and cervical spine pathologies Clinical anatomy, clinical examination, pathologies of the head and cervical spine	(weeks 12-13)
Practical Exam	



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4100

**Proposed New Course Title:**  
Fitness and Strength and Conditioning Techniques

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Fit Stren Cond Tech

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 4110: - A survey of the mechanisms by which the body responds, reacts, and adapts to physical exercise. Includes a study of how to select, apply, gather, assess, and interpret data from physical assessments related to performance. In addition, the course provides knowledge about selection, application, and progression of fitness, strength, and conditioning techniques to improve performance.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>[Signature]</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>2-27-17</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**HSHS 4100**  
**Fitness, Strength, and Conditioning Techniques**  
**3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Thygeson, A. L. & Thygeson, S. M. (2016). *Fit to be well* (4<sup>th</sup> ed.). Burlington, MA: Jones and Bartlett Learning.

**COURSE DESCRIPTION**

A survey of the mechanisms by which the body responds, reacts, and adapts to physical exercise. Includes a study of how to select, apply, gather, assess, and interpret data from physical assessments related to performance. In addition, the course provides knowledge about selection, application, and progression of fitness, strength, and conditioning techniques to improve performance.

\*Co-requisite: HSHS 4110L

**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**

1. The student will identify how exercise and physical activity fits into the current Health People objectives and goals.
2. The student will identify the health benefits of physical activity and exercise.
3. The student will understand the mechanisms and theories behind changes towards a healthy lifestyle.
4. The student will be able to identify and use methods to assess patients prior to beginning an exercise program. This includes, but is not limited to ...
  - a. Par-Q assessment
  - b. Medical assessment
  - c. Height and weight
  - d. BMI
  - e. Body composition
  - f. Flexibility
  - g. Cardiorespiratory endurance
  - h. Muscular strength and endurance
5. The student will understand, identify, and utilize the components of an exercise program to create a plan for a healthy individual, including but not limited to...
  - a. Cardiorespiratory Endurance
  - b. Flexibility
  - c. Muscular strength and endurance
6. The student will identify methods utilized to make informed decisions regarding exercise programming.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Online lecture  
Online discussions  
Online quizzes  
Written exams  
Final exam (comprehensive)  
Case study/analysis

349

## COURSE EVALUATION

Component	% of Final Grade
Written Exams	45%
Online Discussions	10%
Online Quizzes	15%
Assignments (submitted in BlazeView Dropbox)	30%

### Grading Scale

(Example)

Include how you might do this.

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

### COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
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4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

## **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated,

and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

**Instructor**

Sean Hutchison, ATC

**Tentative Course Agenda**

UNIT 1

Week 1: Introduction to fitness for health (Chapter 1)  
Week 2: Health benefits of physical activity and exercise (Chapter 2)  
Week 3: Creating a healthy lifestyle (Chapter 3)  
Unit 1 Exam

UNIT 2

Week 4-7: Pre-exercise assessments (Chapters 4, 9, other materials)  
Week 8: Cardiorespiratory endurance (Chapter 5)  
Unit 2 Exam

UNIT 3

Week 9: Flexibility (Chapter 6)  
Week 10: Muscular strength and endurance (Chapter 7)  
Week 11-12: Lifting techniques (Chapter 7, other materials)  
Week 13: Making informed decisions about exercise (Chapter 11)  
Unit 3 Exam

Week 14: Putting it together for a healthy patient  
Week 15: Portfolio of Self Fitness Assessment and Exercise Prescription

*The* **Blazer** *pledge*  
VALDOSTA STATE UNIVERSITY

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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4110L

**Proposed New Course Title:**  
Fitness and Strength and Conditioning  
Techniques Lab

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Fit Stren Cond Tech Lab

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

**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.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 4100 - This course focuses on the accurate application and gathering of data from physical assessments related to performance in a laboratory setting. The activities of this course supplement the lecture of the HSHS 4100.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>La Sylva</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>La Sylva</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Steve Nicolli</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4110L**  
**Health Assessments and Promotion Lab**  
**1 SEMESTER HOUR**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Thygerson, A. L. & Thygerson, S. M. (2016). *Fit to be well* (4<sup>th</sup> ed.). Burlington, MA: Jones and Bartlett Learning.

**COURSE DESCRIPTION**

This course focuses on the accurate application and gathering of data from physical assessments related to performance in a laboratory setting. The activities of this course supplement the lecture of the HSHS \*\*\*\* (Fitness, SCT Course).

\*Co-requisite: HSHS 4400

**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**

1. The student will be able to assess a patient's current general health using a self-assessment.
2. The student will be able to determine a patient's stage of change with regards to improving health.
3. The student will demonstrate the ability to assess a patient prior to beginning an exercise program using a Par-Q and medical/health history.
4. The student will demonstrate the ability to apply and interpret fitness tests and measurements to determine the current status of a patient. Including, but not limited to ...
  - a. Height and weight
  - b. Body girth
  - c. BMI
  - d. Body composition
  - e. Flexibility
  - f. Cardiorespiratory endurance
  - g. Muscular strength and endurance
5. The student will demonstrate appropriate techniques for strength training.
6. The student will demonstrate an understanding of measuring intensity during cardiorespiratory exercise.
7. The student will demonstrate the ability to assess a patient using a Functional Movement Screen.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

- Face-to-face lab techniques
- Lab Assignments

## COURSE EVALUATION

<b>Component</b>	<b>% of Final Grade</b>
Portfolio (self-case study; submit in appropriate Dropbox in BlazeView)	50%
Lab Assignments (submit in appropriate Dropbox in BlazeView)	30%
Attendance/Participation	20%

### Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

### ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in

assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

**WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

**PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

**SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

**ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be

given at any subsequent date in any course of study offered by the University, without authorization from the University.

5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
  - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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

## **STUDENT OPINION OF INSTRUCTION**

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

## **INCOMPLETES:**

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.

## **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

## **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

## **STUDENT ACADEMIC IRREGULARITIES**

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Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

### Instructor

Sean Hutchison, ATC

### Tentative Course Agenda

#### UNIT 1

Week 1: Lab content, Dropbox submission, expectations

Week 2: Self-assessment of health and stage of change (Lab 1-1 and 3-1)

Week 4: Par-Q and health history (Lab 4-1, other materials)

Week 5: Ht/wt, Body girth, BMI, Body composition assessment (Lab 9-1, Activities 1-5)

Week 6: Body composition assessment for active individuals and athletes (other materials)

#### UNIT 2

Week 7: Flexibility, cardiorespiratory assessments (Lab 6-1, Activities 1-2 and Lab 5-2, Activity 2-3)

Week 8: Muscular strength (Lab 7-2, Activities 1-2, other materials)

Week 9: Lifting techniques (other materials)

Week 10-13: Functional Movement Screening

Week 14: Functional Movement Screen Analysis

Week 15:



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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

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## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4200

**Proposed New Course Title:**

Psychosocial Issues in Healthcare

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

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - This course covers the psychosocial aspects of health and health care for both health care providers and health care recipients. The course will cover personal and organizational factors that influence health care provision including: training, organizational culture, and social support. The course additionally explores how psychosocial factors influence illness and health, including how individual beliefs, family variables, and cultural and group factors influence health and illness. The course content will also cover how health care providers may encourage patient empowerment, healing, pain relief, and behavior change.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

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

- 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.)
<b>Plans for assessing the effectiveness of the course in meeting program's learning outcomes</b> (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?)
<b>Data Sources:</b>
<input checked="" 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.)
<input type="checkbox"/> Other:

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

<b>Approvals:</b>	
Dept. Head: <i>L. J. [Signature]</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>L. J. [Signature]</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Novice</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4200**  
**Psychosocial Issues in Healthcare**  
**3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Psychosocial Aspects of Health Care (3<sup>rd</sup> ed.) by Drench, Noonan, Sharby, and Ventura

**COURSE DESCRIPTION**

This course covers the psychosocial aspects of health and health care for both health care providers and health care recipients. The course will cover personal and organizational factors that influence health care provision including: training, organizational culture, and social support. The course additionally explores how psychosocial factors influence illness and health, including how individual beliefs, family variables, and cultural and group factors influence health and illness. The course content will also cover how health care providers may encourage patient empowerment, healing, pain relief, and behavior change.

**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**

- Describe the following components of the role of counseling in healthcare:
  - Why, whom, counseling roles to avoid
- Describe the following components of the psychosocial dimensions in healthcare:
  - Risk factors, responses
- Describe the following components of effective interactive skills:
  - Providing information, effective communication skills, recognition of individual and cultural differences
- Describe the following components of assessing through interviews:
  - Styles, factors that promote or impede
- Describe the following components of referral and documentation:
  - Rationale, timing, process, networks, do's and don'ts of documentation, access to records
- Describe the following components of ethical considerations in psychosocial situations:
  - Ethical standards, relationship between legal and ethical considerations, primary and third party
- Describe the following components of counseling in healthcare:
  - Substance abuse, eating disorders, nutritional concerns, stress and anxiety, illness and death
- 

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exam

## COURSE EVALUATION

Written Exam (80%)

Final Exam (20%)

### Grading Scale

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
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- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
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sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

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Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

**PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

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- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
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B. Academic Integrity Academic Response: Valdosta State University policy is that a violation of Appendix A, Section I may and should be handled by the professor, the student, and possibly the department head or academic dean concerned with the offense. Sanctions for an academic integrity violation should be outlined in the course syllabus.

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1. gather all pertinent information, and
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Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.



**Instructor**

Chuck Conner, M.A., ATC/L  
Office: HSBA Building; Room# 2209  
Office Phone: (229) 333-5354  
SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)  
Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Role of Counseling in Healthcare	(weeks 1-2)
Psychosocial Dimensions in Healthcare	(weeks 3-4)
Effective Interactive Skills	(week 5)
Exam	
Assessing through Interviews	(weeks 6-8)
Referral and Documentation	(week 9)
Exam	
Ethical Considerations	(weeks 10-11)
Counseling for Specific Issues in Healthcare	(weeks 12-14)
Exam	
Final Exam	



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 4500

**Proposed New Course Title:**

Communication and Cultural Competence in Healthcare

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Comm Cultur Comp Health

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program - Introduces students to the fundamental principles for the effective communication with patients, families, and significant others of the patient. The course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. Effective communication has been shown to be central to patient satisfaction, professional satisfaction, patient adherence to treatment plans, and positive outcomes for the patient. Additional exploration of how cultural backgrounds of patients and providers impact the healthcare encounter. Examines how clinical healthcare settings and organizations can act as barriers to providing effective services to diverse communities.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>[Signature]</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>2-27-17</i>
Dean/Director: <i>[Signature]</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4500**  
**Communication and Cultural Competence in Healthcare (3)**  
**3 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Cultural Competencies for the Health Profession. 2013. Patti Rose. Jones and Bartlett Learning.  
Patient Education: A Practical Approach, 2<sup>nd</sup> Ed. 2012. Muma and Lyons. Jones and Bartlett Learning.

**COURSE DESCRIPTION**

Introduces students to the fundamental principles for the effective communication with patients, families, and significant others of the patient. The course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. Effective communication has been shown to be central to patient satisfaction, professional satisfaction, patient adherence to treatment plans, and positive outcomes for the patient. Additional exploration of how cultural backgrounds of patients and providers impact the healthcare encounter. Examines how clinical healthcare settings and organizations can act as barriers to providing effective services to diverse communities.

**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**

- Introduction to Patient Education
- An Approach to Patient Education
- Selecting and Evaluating Sources of Patient Education Materials
- Behavior Modification
- Complementary and Alternative Medicine
- Managing Medication Non Adherence
- Incorporating Patient Education into Clinical Practice
- Overview and Specific Details of Various Racial, Cultural, and Ethnic Groups
- Relevance of Cultural Competency to Various Health Professions
- Health Professions and Understanding Cultural Concerns
- US Educational System and The Intersection of Cultural Competency and Health Literacy
- Cultural Competency and the Need to Eliminate Health Disparities
- Cultural Competency Assessment

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions  
Classroom Participation  
Written Exams  
Case Studies  
Patient Education Project  
Cultural Competency Project

## **COURSE EVALUATION**

Unit Written Exams (60%)

Class Projects (20 %)

Final Exam (20%)

### **Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
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### **APPROPRIATE BEHAVIOR IN CLASS**

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1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (**DO NOT** use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

**Tentative Course Agenda**

Week 1	Introduction to Patient Education
Week 2	An Approach to Patient Education
Week 3	Selecting and Evaluating Sources of Patient Education Materials
Week 4	Exam and Behavior Modification
Week 5	Complementary and Alternative Medicine
Week 6	Managing Medication Non Adherence
Week 7	Incorporating Patient Education into Clinical Practice and Exam
Week 8	Patient Education Projects/Class Presentations
Week 9	Overview and Specific Details of Various Racial, Cultural, and Ethnic Groups
Week 10	Relevance of Cultural Competency to Various Health Professions
Week 11	Health Professions and Understanding Cultural Concerns and Exam
Week 12	US Educational System and The Intersection of Cultural Competency and Health Literacy
Week 13	Cultural Competency and the Need to Eliminate Health Disparities
Week 14	Cultural Competency Assessment
Week 15	Exam



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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
School of Health Sciences

**Faculty Member Requesting:**  
Chuck Conner

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HSHS 4650

**Proposed New Course Title:**  
Exercise Programming

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

**Semester/Year to be Effective:**  
Fall/2018

**Estimated Frequency of Course Offering:**  
Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of HSHS 4100, HSHS 4110L, and HSHS 3350 with a grade of "C" or better - This course focuses on the selection and application of exercise prescriptions for patients across the lifespan, including those with disease and illness. Emphasis is placed on creating an exercise prescription that is based on the patient's current health status, goals, and applied health tests and measurements.

**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: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>[Signature]</i>	Date: 2-27-17
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 2-27-17
Dean/Director: <i>[Signature]</i>	Date: 2-27-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4650**  
**Exercise Programming**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

Williamson, P. (2011). *Exercise for special populations* (1<sup>st</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

**COURSE DESCRIPTION**

This course focuses on the selection and application of exercise prescriptions for patients across the lifespan, including those with disease and illness. Emphasis is placed on creating an exercise prescription that is based on the patient's current health status, goals, and applied health tests and measurements.

\*Pre-requisites: HSHS 3350, HSHS 4100, and HSHS 4110L

**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**

1. The student will be able to identify and select assessment techniques and components of an exercise program based on assessment findings for the following populations:
  - a. Pregnant females
  - b. Youth
  - c. Senior adults
  - d. Overweight and obese
  - e. Patients with cardiovascular disease
  - f. Patient with musculoskeletal conditions
  - g. Patient with diabetes
  - h. Patients with cancer
  - i. Patients with asthma
  - j. Patients with multiple sclerosis
2. The student will be able to identify and apply appropriate nutritional recommendations for special populations.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Online lecture  
Course readings  
Assignments  
Case Studies

**COURSE EVALUATION**

<b>Component</b>	<b>% of Final Grade</b>
Chapter case studies	50%
Chapter assignments	35%
Online Discussions	15%

## Grading Scale

Include how you might do this.

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 – below

## COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

## ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other

students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

#### **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

#### **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

#### **SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

#### **ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests,



online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

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

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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

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

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the

determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INCOMPLETES:**

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.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

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**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

## Instructor

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (DO NOT use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

## Tentative Course Agenda

Week 1: Review of exercise and nutrition's impact on health and fitness (Chapter 1)

Week 2-3: Exercise and pregnancy (Chapter 3)

Week 3: Exercise for youth (Chapter 4)

Week 4-5: Exercise for senior adults (Chapter 5)

Week 6: Exercise for overweight and obese patients (Chapter 6)

Week 7-8: Exercise for patients with cardiovascular disease (Chapter 7)

Week 9: Exercise for patient with musculoskeletal conditions (Chapter 8)

Week 10-11: Exercise for patients with diabetes (Chapter 9)

Week 12-13: Exercise for patient recovering from cancer (Chapter 10)

Week 14-15: Exercise for patient with asthma (Chapter 11)



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As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 4800

**Proposed New Course Title:**

Principles of Therapeutic Intervention

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Prin of Thera Interven

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 4810L - An introduction to basic rehabilitation principles in healthcare professions.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. S. Luster</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>L. S. Luster</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Novicec</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4800**  
**Principles of Therapeutic Intervention**  
**3 SEMESTER HOURS**

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**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

TBA

**COURSE DESCRIPTION**

An introduction to basic rehabilitation principles in healthcare professions. Co-Requisite: HSHS 4810L

**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**

- Describe the following components of designing a rehabilitation program:
  - Comprehensive history, subjective history, objective evaluation, documentation process, problem list, treatment goals, plan, re-evaluation
- Describe the following components of the rehabilitation protocol:
  - ROM, stretching, joint mobilization, strengthening, core stability, plyometrics, isokinetics, aquatic exercise, proprioception
- Describe the following components of body region specific rehabilitation protocol:
  - Foot and ankle, tibiofemoral and patellofemoral joint, hip, thigh, and groin, pelvic and SI joint, lumbar spine, cervical and thoracic spine, shoulder, elbow and forearm, wrist and hand
- Describe the following components of therapeutic modalities:
  - Defining and classifying, effectiveness, selection, general application procedures
- Describe the following components of the types of therapeutic modalities:
  - Cryotherapy, thermotherapy, hydrotherapy, electrotherapy, light therapy, mechanotherapy, exercise

**COURSED ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Classroom Lecture, Discussions

Classroom Participation

Written Exam

**COURSE EVALUATION**

Written Exam (80%)

Final Exam (20%)

**Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
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- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
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**WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

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**PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

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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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

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1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
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4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
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  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.

- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

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#### **ACCESS STATEMENT**

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#### **INCOMPLETES:**

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.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

### **STUDENT ACADEMIC IRREGULARITIES**

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Chuck Conner, M.A., ATC/L

Office: HSBA Building; Room# 2209

Office Phone: (229) 333-5354

SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Components of Designing a Rehabilitation Program	(weeks 1-3)
Exam	
Components of Rehabilitation Protocol	(weeks 4-7)
Exam	
Components of Body Region Specific Rehabilitation Protocol	(weeks 8-10)
Components of Therapeutic Modalities	(week 11)
Exam	
Components of the Types of Therapeutic Modalities	(weeks 12-15)
Exam	
Final Exam	



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

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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 4810L

**Proposed New Course Title:**

Principles of Therapeutic Intervention Lab

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Prin Thera Interven Lab

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

**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.) Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 4800 - A laboratory component of basic rehabilitation principles in healthcare professions.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>Lady Lute</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>Lady Lute</i>	Date: <i>2-27-17</i>
Dean/Director: <i>Shirley Novicek</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**HSHS 4810L**  
**Principles of Therapeutic Intervention Lab**  
**1 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences**  
**Health Sciences**  
**Valdosta State University**

**REQUIRED TEXT**

TBA

**COURSE DESCRIPTION**

A laboratory component of basic rehabilitation principles in healthcare professions. Co-Requisite: HSHS 4800

**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**

- Demonstrate specific components of the rehabilitation protocol:
  - ROM
  - Stretching
  - Joint mobilizations
  - Strengthening
  - Core stability
  - Plyometrics
  - Isokinetics
  - Aquatic exercise
  - Proprioception
- Demonstrate specific components of the types of therapeutic modalities:
  - Cryotherapy
  - Thermotherapy
  - Hydrotherapy
  - Electrotherapy
  - Light therapy
  - Mechanotherapy
  - Exercise

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

- Online lecture/video content
- Face-to-face lab techniques
- Practical Examinations



## **COURSE EVALUATION**

Practical Exams (60%)

Lab Assignments (20%)

Attendance/Participation (20%)

### **Grading Scale**

A	=	100 – 90
B	=	89 – 80
C	=	79 - 70
D	=	69 – 60
F	=	59 - below

## **COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
  - If you are having trouble logging into one of these services, use the password reset feature.
  - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
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### **INCOMPLETES:**

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No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

**Important:** As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

**Instructor**

Chuck Conner, M.A., ATC/L

Office: HSBA Building; Room# 2209

Office Phone: (229) 333-5354

SOHS Phone: (229) 253-2900

E-mail: [cconner@valdosta.edu](mailto:cconner@valdosta.edu)

Office Hours: To Be Posted On Office Door

**Tentative Course Agenda**

Demonstrate the following components of the rehabilitation protocol: (weeks 1-6)  
ROM, stretching, joint mobilization, strengthening, core stability,  
plyometrics, isokinetics, aquatic exercise, proprioception

Practical Exam (weeks 7-8)

Demonstrate the following components of the types of therapeutic modalities: (weeks 10-13)  
Cryotherapy, thermotherapy, hydrotherapy, electrotherapy, light therapy,  
mechanotherapy, exercise

Practical Exam (weeks 14-15)



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

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

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

As a Blazer, I pledge to uphold the core principles of **Civility, Integrity, and Citizenship**.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/24/2017 (mm/dd/yyyy)

**Department Initiating Request:**

School of Health Sciences

**Faculty Member Requesting:**

Chuck Conner

**Proposed New Course Prefix & Number:**

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

HSHS 4900

**Proposed New Course Title:**

Health Sciences Capstone

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Health Science Capstone

**Semester/Year to be Effective:**

Fall/2018

**Estimated Frequency of Course Offering:**

Annually

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

**Lecture Hours:** 2

**Lab Hours:** 0

**Credit Hours:** 2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Progression Requirements of Professional Program and in the final semester of the Health Sciences Degree Program - This course will serve as the capstone to the student's educational experience in Health Sciences. The student will be provided opportunities to integrate, synthesize, and apply knowledge as developed through their program 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:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Replacement program for the Athletic Training Program that will be deactivated in May 2020. The Athletic Training Program is no longer a degree program option for students not currently in the admissions process.

**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>L. J. [Signature]</i>	Date: <i>2-27-17</i>
College/Division Exec. Comm.: <i>L. J. [Signature]</i>	Date: <i>2-27-17</i>
Dean/Director: <i>John Novello</i>	Date: <i>2/27/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**HSHS 4900  
Health Sciences Capstone  
2 SEMESTER HOURS**

.....

**College of Nursing and Health Sciences  
Health Sciences  
Valdosta State University**

**REQUIRED TEXT**

No required text.

**COURSE DESCRIPTION**

This course will serve as the capstone to the student's educational experience in Health Sciences. The student will be provided opportunities to integrate, synthesize, and apply knowledge as developed through their program of study.

**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**

1. The student will be able to demonstrate mastery understanding of content in the Health Sciences degree.
2. The student will be able to demonstrate the ability to read, synthesize, and apply research.
3. The student will be able to demonstrate the required knowledge and skills to assess, select and provide health interventions while demonstrating and adhering to professional and ethical standards.

**COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS**

Course readings  
Assignments  
Capstone Exam  
Case Studies

**COURSE EVALUATION**

<b>Component</b>	<b>% of Final Grade</b>
Capstone Exam	35%
Course readings and discussion	35%
Assignments	15%
Case studies	15%

**Grading Scale**

Include how you might do this.

A = 100 – 90  
B = 89 – 80  
C = 79 - 70  
D = 69 – 60  
F = 59 - below

**COMPUTER AND INFORMATION TECHNOLOGY REQUIREMENTS**

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.

- If you are having trouble logging into one of these services, use the password reset feature.
- If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
  - Library (7 open labs)
  - College of the Arts (3 open labs)
  - College of Arts & Sciences (4 open labs)
  - College of Business (1 open lab)
  - College of Education (8 open labs)
  - University Center (6 open labs)
  - Health Sciences and Business Administration Building
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
  - It is important you take the time to assess and set up all of your individual systems.
  - You may need to contact your Internet service provider for connectivity issues.
  - Difficulties with any computer within the College of Nursing and Health Sciences should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing and Health Sciences administrative staff.
- Students are responsible for safe computing.
  - Safe computing guide
  - Information resources acceptable use policy
  - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues.
- ATI testing technical requirements and Kaplan include Adobe Acrobat Reader, Microsoft Internet Explorer 7 or higher or Mozilla-Firefox
- Sun Java Runtime Environment is required for all courses using Blazeview
- Adobe Reader and Realtime may also be required for certain material in courses.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, projector, webcam, etc.), please visit the Odum Library Media Center to check out equipment.  
<http://www.valdosta.edu/academics/library/depts/media-center/>

### **ATTENDANCE POLICY**

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Tests must be taken on the date of the test. A missed test can be taken in extraordinary circumstances. This must be discussed with the instructor before the test is taken to reschedule a test date. If rescheduling before the test is taken is not possible due to an emergency situation, the student must contact the instructor as soon as possible. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Missed quizzes will not be rescheduled. Tardiness and non-emergent absences are unacceptable. If you enter class late, and a quiz or exam is underway, you will not be given extra time to finish. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Six (20%) or more absences will result in the student receiving a failing grade (F) for the class.

### **WITHDRAWAL FROM COURSES POLICY** (from the VSU Catalog):

Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

## **PROFESSIONALISM**

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used (formal papers and assignments, email, texts, telephone, face to face communication, etc). Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor and peers in a professional manner. Students who exhibit unprofessional behavior or dispositions, dress or communication will be written up with the appropriate form: an Infraction Form, a CONHS Disposition Form and the University Student Conduct Form, <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php> .

## **SAFEASSIGN:**

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 D2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

## **ACADEMIC INTEGRITY**

Per the VSU Student Handbook:

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.

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:
  - Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
  - Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
  - Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

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

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

1. gather all pertinent information, and
2. meet with the student or students involved, and
3. inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (grade appeal form).

#### **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **ACCESS STATEMENT**

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

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

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

#### **INCOMPLETES:**

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.

### **POLICY: FAILING GRADE IN ATP CURRICULUM:**

Students must be aware that a grade of F or D in a major course may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

### **APPROPRIATE BEHAVIOR IN CLASS**

In an effort to create a beneficial learning environment, please observe the following rules:

1. **Do not be late.** It is disruptive to both the instructor and other students. Repeated tardiness is considered to be disrespectful. If you arrive after class has started, **and you should not**, do not disrupt the class.
2. Please do not converse with classmates during class or lab time. This distracts other students, makes it hard for the students I am interacting with to hear me, and wastes time you could be using to practice your skills.
3. Listen to instructions in labs. I won't keep trying to talk over you.
4. Please ask questions when you have them. You are probably not the only student who would like to know the answer.
5. Please do not study for other courses or do assignments for other classes during this class time.
6. **CELL PHONES:** When the instructor informs you to put cell phones away (this means to place them in a book bag, purse, etc., so that they are completely out of sight and unable to be used) please do so immediately.

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**Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.**

### **Instructor**

Stacey D. Walters, MAT, LAT, ATC, RN

Office: HSBA Building; Room# 2207

Office Phone: (229) 293-6071

E-mail: Use the email feature in BlazeView (DO NOT use the valdosta.edu account to email me regarding class)

Office Hours: Posted on office door

### **Tentative Course Agenda**

Week 1-6: Review/Student Group Presentations

Week 7-13: Case studies, Readings, Discussions

Week 14-15: Capstone Exam

*The* **Blazer** *Creed*  
VALDOSTA STATE UNIVERSITY

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ARAB 1001 r  
Syllabi

This form is updated periodically. Please be sure you are using the latest version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

## Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.10](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10) common course prefixes numbers and descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.4](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4) details regarding areas af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.5](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5) rules regarding inclusion in areas af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.7](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7) prerequisites and exceptions)

There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.

## Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: [http://www.usg.edu/academic\\_partnerships\\_accreditation/committees/course\\_proposal\\_form](http://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form)

**Please do not delete any pages of this document.**

1. **Institution:**

2. **This is a proposal for (mark one box below):**

<input type="checkbox"/>	<b>Change in an already-approved course only, no change in Area.</b> A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
<b>Course change information:</b>	
<b>From:</b>	
<b>To:</b>	
<input checked="" type="checkbox"/>	Placement of a course into the <b>Areas A – E</b> of the Core Curriculum

3. **Course Subject** (e.g., philosophy): Arabic language and culture.

4. **Course Prefix and Number** (e.g., PSYC 1101): ARAB 1001

5. **Course Title** as it appears (or will appear) in catalog: Beginning Arabic Language and Introduction to Arabic Culture I

6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): 3-0-3

7. **Provide a catalog description of the course** in the box below.

Development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

### Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number as listed in the *Academic and Student Affairs Handbook Section 2.4.10*? (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#) )

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No



If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no" that you are **not using a common course prefix and number**, and "yes" that a **common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

### CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	<b>Area A (English, Mathematics)</b>	State your institution's approved learning outcome(s) for Area A: Enter text here. Explain how the proposed course satisfies the Area A learning outcome(s) listed above: Enter text here.						
<input type="checkbox"/>	<b>Area B (Institutional Options)</b>	State your institution's approved learning outcome(s) for Area B: Enter text here. Explain how the proposed course satisfies the Area B learning outcome(s) listed above: Enter text here.						
<input checked="" type="checkbox"/>	<b>Area C (Humanities, Fine Arts, Ethics)</b>	State your institution's approved learning outcome(s) for Area C: Students will analyze, evaluate, and interpret diverse forms of human communication. Explain how the proposed course satisfies the Area C learning outcome(s) listed above: A foreign language and a foreign culture are forms of human communication and their study is carried out in the process of their constant analysis and interpretation. In and of themselves, they represent diversity since they are different than one's native language and culture.						
<input type="checkbox"/>	<b>Area D (Natural Sciences, Mathematics, Technology)</b>	State your institution's approved learning outcome(s) for Area D: Enter text here. Explain how the proposed course satisfies the Area D learning outcome(s) listed above: Enter text here. If Area D, select appropriate major(s): <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 5%;"><input type="checkbox"/></td> <td>math/science majors</td> </tr> <tr> <td><input type="checkbox"/></td> <td>health professions majors</td> </tr> <tr> <td><input type="checkbox"/></td> <td>non-math/science/health professions majors</td> </tr> </table>	<input type="checkbox"/>	math/science majors	<input type="checkbox"/>	health professions majors	<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	math/science majors							
<input type="checkbox"/>	health professions majors							
<input type="checkbox"/>	non-math/science/health professions majors							
<input type="checkbox"/>	<b>Area E (Social Sciences)</b>	State your institution's approved learning outcome(s) for Area E: Enter text here. Explain how the proposed course satisfies the Area E learning outcome(s) listed above: Enter text here.						

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

### Course Prerequisites:

**Learning Support Prerequisites or Corequisites:** Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

**Other Prerequisites** (enter "none" if not applicable):

**Course Co-requisites** (enter "none" if not applicable):

### Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E
- No course in one area (A-E) may be a prerequisite for any course in any other area (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

**Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

**9. Course approval by institution**

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
12-13-2016	College of Arts & Sciences Executive Committee
01-09-2017	VSU Academic Committee

*2/14/17 CSR*

**10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?



## Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- |  |   |
|--|---|
| <input type="checkbox"/> Anthropology                                    | <input type="checkbox"/> Geological Sciences and Geography                |
| <input type="checkbox"/> Arts and Sciences (Deans)                       | <input type="checkbox"/> Georgia Film Academy Film Production             |
| <input type="checkbox"/> Biological Sciences                             | <input type="checkbox"/> History  |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> Mathematical Subjects                            |
| <input type="checkbox"/> Chemistry                                       | <input type="checkbox"/> Nursing  |
| <input type="checkbox"/> Communication                                   | <input type="checkbox"/> Philosophy & Religion                            |
| <input type="checkbox"/> Computing Disciplines                           | <input type="checkbox"/> Physical Education, Health Education, Recreation |
| <input type="checkbox"/> Criminal Justice                                | <input type="checkbox"/> Physics and Astronomy                            |
| <input type="checkbox"/> Educator Preparation                            | <input type="checkbox"/> Political Science                                |
| <input type="checkbox"/> Family and Consumer Sciences                    | <input type="checkbox"/> Psychology                                       |
| <input type="checkbox"/> Fine and Applied Arts                           | <input type="checkbox"/> Social Work                                      |
| <input checked="" type="checkbox"/> Foreign Languages                    | <input type="checkbox"/> Sociology  |

Please provide the following contact information:

<b>Provost/VPAA Name:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Mailing Address:</b>	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

### **Course Learning Outcomes**

- Recognize and produce the letters and sounds of the Arabic alphabet, and handwrite and type Arabic words with accuracy.
- Engage in basic social interactions in a culturally appropriate manner.
- Elicit and provide personal information relating to family, friends, and studies.
- Have listening comprehension of short sentences, monologues, and dialogues relating to family, friends, and studies.
- Read lists containing highly contextualized words and phrases on familiar topics.
- Learn the basic of Arabic grammar.
- Write short sentences about familiar topics.

### **Course Content**

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Arabic 1001 is an elementary course designed to introduce learners of Arabic as a foreign language to the basic structures of Arabic. The students will spend the first third of the semester familiarizing themselves with the alphabet. After that they will focus on the four communication skills (reading, speaking, listening and writing) as well as on the study of some basic cultural traditions.

### **Assessment Strategies**

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- quizzes,
- tests,
- oral presentations,
- homework,
- pair activities in class,
- video projects,
- class participation

### **Instructional Strategies**

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- communicative approach,
- small lectures,
- grammar-translation method,
- project-based learning.

### **Potential Textbooks**

Provide examples of possible textbooks for the course.

- Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press, 2010.

- \_\_\_\_\_ . Al-Kitaab fii ta'allum al'Arabiyyah with DVDs: A Textbook for beginning Arabic (Part One). Washington: Georgetown University Press, 2011.

## Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)

Please do not delete any pages of this document.

1345

Council\_General

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

### Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions



Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

<b>Academic Committee:</b>	
<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	
<b>Chair email address:</b>	

**Reminder: After completing this part of the form, please save and send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) as an email attachment.**

### Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

1345	Council_General
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<b>Course Title:</b>  <b>Institution:</b>
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**Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions**

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

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2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A–E and the courses that may be required.

Text here. Box will expand as needed.
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5. Please provide contact information for the **RACAA Chair**.

<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	

Chair email address:

**Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.**

## Part 4: To be filled out by the System Liaison for the Council on General Education.

1345	Council_General_
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<b>Course Title:</b>  <b>Institution:</b>
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1. Date the review by the Council on General Education was conducted:

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2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.
---------------------------------------

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

<b>Liaison name:</b>	Barbara L. Brown
<b>Liaison daytime phone number:</b>	404-962-3107
<b>Liaison email address:</b>	Barbara.Brown@usg.edu

Form last updated 10/17/16

**Department of Modern and Classical Languages**

**College of Arts & Sciences**

**Valdosta State University**

*Fall Semester 2016: August 15 - December 9, 2016*

**Course Information**

Course Name: ARAB 1001. Beginning Arabic and Introduction to Arabic Culture  
I

CRN :

Class Time:

Credits: 3

Prerequisite: None

Room:

**Instructor Information**

Instructor:

Office:

Department Phone:

Email:

**Office Hours:**

**Response Times**

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Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
- Assignment assessment / evaluation / grade: usually within 72 hours of submission.

Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

**Start and End Dates**

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The course begins August 15, 2016 and ends December 9, 2016. See also VSU Calendars: (for example <https://www.valdosta.edu/about/events/welcome.php> )

**Date of Final for this Class**

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The final dates are December 6-9, 2016. The final for this class is on December 7. See also the VSU Calendars, for example, especially the monthly views:

[https://www.valdosta.edu/about/events/monthly.php?time\\_span=month&calendar=0&start\\_ts=1470801600](https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600)

### **Holidays**

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There are three holiday periods this semester: Sept. 5 (Labor Day); October 10-11 (Fall Break), November 23-25 (Thanksgiving), which means that communication may be a bit limited around that holiday. Again, see the VSU Calendars at:

<https://www.valdosta.edu/about/events/welcome.php>

### **Dropping this Class**

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The final day to drop (or add) this class is THURSDAY, August 18, 2016. See the VSU Calendar at:

[https://www.valdosta.edu/about/events/monthly.php?time\\_span=month&calendar=0&start\\_ts=1470801600](https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600)

### **Withdrawing from this Class and Receiving a W**

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The final day to withdraw from this class and receive a W is Thursday, October 13, 2016 at noon EST. See the Calendar at: [http://www.usg.edu/collaborative\\_program\\_services/calendar](http://www.usg.edu/collaborative_program_services/calendar)

### **Course Description**

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Development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural tradition are studied.

Arabic 1001 is an elementary course designed to introduce learners of Arabic as a foreign language to the basic structures of Arabic. We will spend the first third of the semester familiarizing ourselves with the alphabet. After that we will focus on the four communication skills (reading, speaking, listening and writing).

### **Required Textbooks**

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- Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press, 2010.
- \_\_\_\_\_. Al-Kitaab fii ta'allum al'Arabiyyah with DVDs: A Textbook for beginning Arabic (Part One). Washington: Georgetown University Press, 2011.
- Cowan, J. M. (Ed.). (1994). Arabic-English dictionary: The Hans Wehr dictionary of modern written Arabic (4th ed.). Urbana, IL: Spoken Language Services.

### **Additional Resources**

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Listening: <http://www.laits.utexas.edu/aswaat/>

Media: <http://www.aljazeera.net/portal>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>

### **Course Objectives**

This Arabic course seeks to develop in the students the basic linguistic skills, analytical skills, and cultural knowledge, which will enable them to appreciate the uniqueness of other cultures and to function in the Arabic speaking world.

### **Course Outcomes:**

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This course aims to develop language skills (reading, writing, speaking and listening) and cultural understanding at the Novice-Mid level of the ACTFL Guidelines for proficiency. As a result of completing this course, students will be able to

1. Recognize and produce the letters and sounds of the Arabic alphabet, and handwrite and type Arabic words with accuracy.
2. Engage in basic social interactions in a culturally appropriate manner.
3. Elicit and provide personal information relating to family, friends, and studies.
4. Have listening comprehension of short sentences, monologues, and dialogues relating to family, friends, and studies.
5. Read lists containing highly contextualized words and phrases on familiar topics.
6. Learn the basic of Arabic grammar.
7. Write short sentences about familiar topics.

### **The ACTFL levels goals for this course are as follows:**

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ACTFL refers to the American Council on the Teaching of Foreign Languages proficiency guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And at: [Speaking, revised 1999; Writing, revised 2001]

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

### **ACTFL Proficiency Guidelines**

Student proficiency (performance in the language) is measured according to the scale provided by the American Council on the Teaching of Foreign Languages. Upon successful completion of Arabic 1001, students should be able to perform at the **Novice Mid**.

## **Listening**

**Novice Low:** At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

**Novice Mid:** At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

## **Speaking**

**Novice Low:** Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

**Novice Mid:** Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor=s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

## **Reading**

**Novice Low:** At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

**Novice Mid:** At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

## **Writing**

**Novice Low:** Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.



**Novice Mid:** Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:**

<b>Course Outcomes</b>	<b>Assessment Instruments Used to Measure</b>	<b>Types of Assessments</b>	<b>ACTFL/NCATE Program Standards</b>	<b>VSU General Education Outcomes</b>
1	1,3	Formative written and oral activities Summative activity	1.a,1.b,1.c,3.a	Area C
2	1,2	Formative oral activity Summative activity	1.a,2.a	Area C
3	1,2	Formative Oral activity Summative activity	1.a,2.a	Area C
4	1,2	Formative oral activity Summative activity	1.a,1.b,1.c,2.a	Area C
5	1	Formative written activity Summative activity	1.a,1.b	Area C
6	1	Formative written activity Summative activity	1.a	Area C
7	1	Formative written activity summative activity	1.a	Area C

## **Grade Distribution**

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1. Exams: 15 %
2. Attendance and participation: 15%
3. Presentations: 10%
4. Homework: 15%
5. Quizzes: 10 %
6. Final Exam: 20%
7. Final Project: 15%

**Exams:** There will be several comprehensive exams throughout the semester. They will be announced well in advance.

**Make-up exam/quiz:** No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

**Attendance policy:** All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

**Participation:** Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

**Presentations:** You will do short presentations individually. You will talk about an aspect of the Arabic culture. Your presentation in **English** will be a total of 4-6 minutes, and will be interactive, will include questions for the class or activities related to your presentation. You will be evaluated on comprehensibility, creativity, content, and interaction with class. Please, be aware that if the student reads parts of the presentation, 50% will automatically be taken off of the grade.

**Homework:** Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

**Late work:** Generally, late work will not be accepted. All students **MUST** turn all assignments in on time in order to get credit. **If a student is absent, s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date.** Students must turn assignments in early when they know ahead of time that they will be absent.

Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

**Quizzes:** There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

**Final Exam:** The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

**Final project:** Each student will make a video of 3-4 minutes in which s/he will say few things about him/her in Arabic. This is your opportunity to create a suitable context where you can make use of the language you have learned.

**Arabic Club/Arabic conversation table:** In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

### **How to succeed in this course**

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It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

### **What you can expect from the instructor**

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As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

### **What the instructor expect from you**

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In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute
3. Please don't talk to your neighbors, even to consult about the lesson

4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

### **Students With Disabilities**

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#### **Access / Accessibility Statement:**

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

### **Academic Honesty**

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I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's 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."

### **Title IX Statement**

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Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **Students Opinion of Instruction Statement**

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At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email

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

### **Why it is important to learn Arabic**

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- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

### **Syllabus Acknowledgment**

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Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

### **TENTATIVE SCHEDULE:**

**Week 1: August 15- August 19**

**Monday:** Introduction / discussing course objectives & syllabus.

**Wednesday:** Unit 1

**Friday: Unit 1**

**Week 2: August 22- August 26**

**Monday: Unit 2**




**Wednesday: Unit 2**

**Friday: Unit 2**

**Week 3: August 29- September 02**

**Monday: Unit 3**




**Wednesday: Unit 3**

**Friday: Unit 3**

**Week 4: September 07-Septembet 09**

**Monday: Labor Day- No classes**

**Wednesday: Unit 4**



**Friday: Unit 4**

**Week 5: September 12 - September 16**

**Monday: Review & start Unit 5**



**Wednesday, September 14 : Test 1**

**Friday: Unit 5**

**Week 6: September 19- September 23**

**Monday: Unit 5**



**Wednesday: Unit 6**

**Friday: Unit 6**

**Week 7: September 26-September 30**

**Monday: Unit 6**



**Wednesday: Unit 7**

**Friday: Unit 7**

**Week 8: October 03-October 07**

**Monday: Unit 7**



**Wednesday: Unit 8**

**Friday: Unit 8**

**Week 9: October 12- October 14**

**Monday: Fall Break-No Classes**

**Wednesday: Unit 9**



**Friday, October 14: Test 2**

**Week 10: October 17-October 21**

**Monday: Unit 9**



**Wednesday: Unit 9**

**Friday: Unit 10**

**Week 11: October 24- October 28**

**Monday: Unit 10**



**Wednesday: Review**

**Friday: Chapter 1 of Alkitaab**

**Week 12: October 31- November 04**

**Monday: Chapter 1**

**Homework Due: Ex. 1 p.4**

**Wednesday: Chapter 1**

**Friday: Chapter 1**

**Week 13: November 14- November 18**

**Monday: Review**

**Wednesday, November 16: Test 3**

**Friday: Chapter 2**

**Week 14: November 21- November 25**

**Monday: Chapter 2**

**Wednesday: Script for the final projects**

**Friday: Thanksgiving Holidays**

**Week 15: November 28-December 01**

**Monday: Presentations on the culture**

**Wednesday: Chapter 2**

**Friday: Review**

**Week 16: December 05- December 09**

**Monday: Final Project presentations**

**Tuesday, December 07: Final Exam**

**Enjoy the journey!**



Arab 1002 +  
Syllabi

This form is updated periodically. Please be sure you are using the latest version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

## Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.10](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10) common course prefixes numbers and descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.4](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4) details regarding areas af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.5](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5) rules regarding inclusion in areas af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.7](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7) prerequisites and exceptions)

There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.

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## Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: [http://www.usg.edu/academic\\_partnerships\\_accreditation/committees/course\\_proposal\\_form](http://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form)

**Please do not delete any pages of this document.**

1. **Institution:**

2. **This is a proposal for (mark one box below):**

<input type="checkbox"/>	<p><b>Change in an already-approved course only, no change in Area.</b> A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)</p> <p><b>Course change information:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50px;"><b>From:</b></td> <td></td> </tr> <tr> <td><b>To:</b></td> <td></td> </tr> </table>	<b>From:</b>		<b>To:</b>	
<b>From:</b>					
<b>To:</b>					
<input checked="" type="checkbox"/>	Placement of a course into the <b>Areas A – E</b> of the Core Curriculum				

3. **Course Subject** (e.g., philosophy): Arabic language and culture.

4. **Course Prefix and Number** (e.g., PSYC 1101): ARAB 1002

5. **Course Title** as it appears (or will appear) in catalog: Beginning Arabic Language and Introduction to Arabic Culture II

6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): 3-0-3

7. **Provide a catalog description of the course** in the box below.

A continuation of ARAB 1001 with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

### Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number as listed in the *Academic and Student Affairs Handbook Section 2.4.10*? (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#) )

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no" that you are not using a common course prefix and number, and "yes" that a common course prefix and number is available for this course, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

--

### CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

**Area A (English, Mathematics)**

State your institution's approved learning outcome(s) for Area A:

Enter text here.

Explain how the proposed course satisfies the Area A learning outcome(s) listed above:

Enter text here.

**Area B (Institutional Options)**

State your institution's approved learning outcome(s) for Area B:

Enter text here.

Explain how the proposed course satisfies the Area B learning outcome(s) listed above:

Enter text here.

**Area C (Humanities, Fine Arts, Ethics)**

State your institution's approved learning outcome(s) for Area C:

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

Explain how the proposed course satisfies the Area C learning outcome(s) listed above:

A foreign language and a foreign culture are forms of human communication and their study is carried out in the process of their constant analysis and interpretation. In and of themselves, they represent diversity since they are different than one's native language and culture.

**Area D (Natural Sciences, Mathematics, Technology)**

State your institution's approved learning outcome(s) for Area D:

Enter text here.

Explain how the proposed course satisfies the Area D learning outcome(s) listed above:

Enter text here.

If Area D, select appropriate major(s):

math/science majors

health professions majors

non-math/science/health professions majors

**Area E (Social Sciences)**

State your institution's approved learning outcome(s) for Area E:

Enter text here.

Explain how the proposed course satisfies the Area E learning outcome(s) listed above:

Enter text here.

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

### Course Prerequisites:

**Learning Support Prerequisites or Corequisites:** Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

**Other Prerequisites** (enter "none" if not applicable): ARAB 1001

**Course Co-requisites** (enter "none" if not applicable):

### Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E
- No course in one area (A-E) may be a prerequisite for any course in any other area (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

**Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

**9. Course approval by institution**

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
12-13-2016	College of Arts & Sciences Executive Committee <i>2/14/17 CSR</i>
01-09-2017	VSU Academic Committee

**10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?



## Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- |  |   |
|--|---|
| <input type="checkbox"/> Anthropology                                    | <input type="checkbox"/> Geological Sciences and Geography                |
| <input type="checkbox"/> Arts and Sciences (Deans)                       | <input type="checkbox"/> Georgia Film Academy Film Production             |
| <input type="checkbox"/> Biological Sciences                             | <input type="checkbox"/> History  |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> Mathematical Subjects                            |
| <input type="checkbox"/> Chemistry                                       | <input type="checkbox"/> Nursing  |
| <input type="checkbox"/> Communication                                   | <input type="checkbox"/> Philosophy & Religion                            |
| <input type="checkbox"/> Computing Disciplines                           | <input type="checkbox"/> Physical Education, Health Education, Recreation |
| <input type="checkbox"/> Criminal Justice                                | <input type="checkbox"/> Physics and Astronomy                            |
| <input type="checkbox"/> Educator Preparation                            | <input type="checkbox"/> Political Science                                |
| <input type="checkbox"/> Family and Consumer Sciences                    | <input type="checkbox"/> Psychology                                       |
| <input type="checkbox"/> Fine and Applied Arts                           | <input type="checkbox"/> Social Work                                      |
| <input checked="" type="checkbox"/> Foreign Languages                    | <input type="checkbox"/> Sociology  |

Please provide the following contact information:

<b>Provost/VPAA Name:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Mailing Address:</b>	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

### **Course Learning Outcomes**

- Produce Arabic sentences.
- Read simple, authentic texts on familiar topics and understand main ideas without use of a dictionary.
- Speak about oneself and about family.
- Present basic information on familiar topics using language they have practiced.
- Write simple sentences related to everyday life.
- Ask and answer simple questions.
- Be familiar with some aspects of Arab culture and customs involved in everyday life.

### **Course Content**

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Arabic 1002 is designed to help students learn basic reading, listening, speaking, writing skills, and grammar. The student will develop greater competency in understanding Modern Standard Arabic in both its written and spoken forms, and in producing the language in writing and speech.

### **Assessment Strategies**

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- quizzes,
- tests,
- oral presentations,
- homework,
- pair activities in class,
- video projects,
- class participation

### **Instructional Strategies**

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- communicative approach,
- small lectures,
- grammar-translation method,
- project-based learning.

### **Potential Textbooks**

Provide examples of possible textbooks for the course.

- Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press, 2010.



• \_\_\_\_\_ . Al-Kitaab fii ta'allum al'Arabiyyah with DVDs: A Textbook for beginning Arabic (Part One).  
Washington: Georgetown University Press, 2011.

## Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)

Please do not delete any pages of this document.

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Council\_General\_

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

### Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

<b>Academic Committee:</b>	
<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	
<b>Chair email address:</b>	

**Reminder: After completing this part of the form, please save and send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) as an email attachment.**

### Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

1345

Council\_General\_

Course Title:

Institution:

#### Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA approve exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

5. Please provide contact information for the RACAA Chair.

Chair name:	
Chair institution:	
Chair daytime phone number:	

Chair email address:

**Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.**

## Part 4: To be filled out by the System Liaison for the Council on General Education.

1345	Council_General_
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<b>Course Title:</b>  <b>Institution:</b>
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1. Date the review by the Council on General Education was conducted:

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2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.
---------------------------------------

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

<b>Liaison name:</b>	Barbara L. Brown
<b>Liaison daytime phone number:</b>	404-962-3107
<b>Liaison email address:</b>	Barbara.Brown@usg.edu

Form last updated 10/17/16

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**Department of Modern and Classical Languages**

**College of Arts & Sciences**

**Valdosta State University**

*Fall Semester 2016: August 15 - December 5, 2016*

**Course Information**

Course Name: ARAB 1002 Beginning Arabic Language and Introduction to Arabic Culture II

CRN :

Class Time:

Credits: 3

Prerequisite: Arabic 1001

Room:

**Instructor Information**

Instructor:  Office:

Department Phone: Office hours:

**Response Times**

Students can expect responses as follows:

Email and phone: normally within 24 hours, or sooner if possible

Assignment assessment / evaluation / grade: usually within 72 hours of submission.

Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

**Start and End Dates**

The course begins August 15, 2016 and ends December 5, 2016. See also VSU Calendars: (for example <https://www.valdosta.edu/about/events/welcome.php> )

**Date of Final for this Class**

The final dates are December 6-9, 2016. The final for this class is on December 7. See also the VSU Calendars, for example, especially the monthly views: [https://www.valdosta.edu/about/events/monthly.php?time\\_span=month&calendar=0&start\\_ts=1470801600](https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600)

**Holidays**

There are three holiday periods this semester: Sept. 5 (Labor Day); October 10-11 (Fall Break), November 23-25 (Thanksgiving), which means that communication may be a bit limited around that holiday. Again, see the VSU Calendars at:  
<https://www.valdosta.edu/about/events/welcome.php>

### **Dropping this Class**

The final day to drop (or add) this class is THURSDAY, August 18, 2016. See the VSU Calendar at:

[https://www.valdosta.edu/about/events/monthly.php?time\\_span=month&calendar=0&start\\_ts=1470801600](https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600)

### **Withdrawing from this Class and Receiving a W**

The final day to withdraw from this class and receive a W is Thursday, October 13, 2016 at noon EST. See the Calendar at:

[http://www.usg.edu/collaborative\\_program\\_services/calendar](http://www.usg.edu/collaborative_program_services/calendar)

### **Course Description**

Prerequisite: ARAB 1001 or the equivalent. A continuation of ARAB 1001 with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Arabic 1002 is designed to help students learn basic reading, listening, speaking, writing skills, and grammar. The student will develop greater competency in understanding MSA in both its written and spoken forms, and in producing the language in writing and speech.

### **Required Textbooks**

Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One, Third Edition by K. Brustad et al., Georgetown University Press, July 2011.

DVD for Al-Kitaab, which comes packaged with your textbook.

A Dictionary of Modern Written Arabic. (Arabic-English) Hans Wehr. Ithaca, NY: Spoken Language Services, Inc., 1994.

### **Additional Resources**

Media: <http://www.aljazeera.net/portal>

Listening: <http://www.laits.utexas.edu/aswaat/>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>



## Course Objectives

To enable students to further consolidate their listening, reading, and writing skills in Modern Standard Arabic, as well as to enable them to communicate with native speakers of Arabic on elementary topics.

## Course Outcomes

Upon successful completion of the course, students should be able to perform the following language functions:

1. Produce Arabic sentences.
2. Read simple, authentic texts on familiar topics and understand main ideas without use of a dictionary.
3. Speak about oneself and about family.
4. Present basic information on familiar topics using language they have practiced.
5. Write simple sentences related to everyday life.
6. Ask and answer simple questions.
7. Be familiar with some aspects of Arab culture and customs involved in everyday life.

**The ACTFL levels goals for this course are as follows:**

ACTFL refers to the American Council on the Teaching of Foreign Languages proficiency guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

And at: [Speaking, revised 1999; Writing, revised 2001]

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

### ACTFL Proficiency Guidelines

Student proficiency (performance in the language) is measured according to the scale provided by the American Council on the Teaching of Foreign Languages. Upon successful completion of Arabic 1002, students should be able to perform at the **Novice High**.

### Listening

**Novice Mid:** At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

**Novice High:** At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

### Speaking

**Novice Mid:** Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the

particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor=s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

**Novice High:** Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. □ □

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

## **Reading**

**Novice Mid:** At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

**Novice High:** At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

## **Writing**

**Novice Mid:** Writers at the Novice Mid sublevel can reproduce from memory a modest

number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**Novice High:** Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

**COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:**

<b>Course Outcomes</b>	<b>Assessment Instruments Used to Measure</b>	<b>Types of Assessments</b>	<b>ACTFL/NCA TE Program Standards</b>	<b>VSU General Education Outcomes</b>
1	1,2	Formative written and oral activities Summative activity	1.a,1.b,1.c	Area C
2	1,2	Formative written activity Summative activity	1.a, 1.b, 1.c 2.a	Area C
3	1,2	Formative Oral activity Summative activity	1.a, 1.b, 2.a	Area C
4	1,2	Formative oral activity Summative activity	1.a,1.b, 2.a	Area C
5	1	Formative written activity	1.a,1.b	Area C

		Summative activity		
6	1,2	Formative written and oral activity Summative activity	1.a, 1.b, 2.a	Area C
7	1,2	Formative written activity summative activity	1.a, 1.b, 2.a, 2.b	Area C

### Grade Distribution

Attendance and participation: 10%

Quizzes: 10%

Exams: 15%

Homework: 10%

Final Exam: 20%

Presentations: 10%

Oral Test: 10%

Final Project: 15%

**Attendance policy:** All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

**Participation:** Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

**Quizzes:** There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

**Exams:** There will be several comprehensive exams throughout the semester. They will be announced well in advance.

**Make-up exam/quiz:** No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

**Homework:** Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

**Late work:** Generally, late work will not be accepted. All students **MUST** turn all assignments in on time in order to get credit. **If a student is absent, s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date.** Students must turn assignments in early when they know ahead of time that they will be absent. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

**Final Exam:** The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

**Presentations:** You will be asked to present about your family or friends. The presentation time must be as follows: 4 to 5 minutes. The presentations are in Arabic and all presentations are to be followed by questions.

When you give your presentation, you are expected to be presenting rather than reading notes. The use of notes must be kept to a minimum. Over reliance on these notes will lower your presentation grade heavily. You should see me a week before your presentation to discuss how you will present it.

**Oral Test:** At the end of the semester, you will sign up for an interview with the instructor. Topics will reflect materials covered in class, and throughout the semester we will practice conversational strategies.

**Final project:** You will make a video of 3-4 minutes in which you will describe what you eat in each meal. This is your opportunity to create a suitable context where you can make use of the language you have learned.

**Arabic Club/Arabic conversation table:** In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

### **How to succeed in this course**

It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

### **What you can expect from the instructor**

As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

## **What the instructor expects from you**

In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute.
3. Please don't talk to your neighbors, even to consult about the lesson.
4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

## **Students With Disabilities**

### **Access / Accessibility Statement:**

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

## **Academic Honesty**

I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's 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."

## **Title IX Statement**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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## **Students Opinion of Instruction Statement**

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

## **Why it is important to learn Arabic**

- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

## **Syllabus Acknowledgment**

Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

## **Tentative Schedule**

Week 1	Introduction to the class and reading the syllabus. In-class revision activities
--------	---

Listening, reading, writing and speaking activities.

Assignment 1: write 10 sentences about yourself to present it in the class.

- Week 2 Unit two: Ana fi' lan waheeda  
Tuesday: Vocabulary p. 20  
Thursday: Grammar p.26
- Week 3 Tuesday: Listening activity p. 33  
Thursday: Grammar p. 27-28-29-30  
Reading p. 35
- Week 4 **Tuesday: Test 1**  
Thursday: 3 Unit three ('A'ilat waalidi)  
Vocabulary p.40
- Week 5 Tuesday: Listening activity p. 60  
Thursday: Grammar: al- Idaafa = "the constructed phrase."  
Reading activity
- Week 6 Tuesday: Grammar: Possessive pronouns, p. 44  
Thursday: Grammar pp. 38-39
- Week 7 **Tuesday: Test 2**  
Thursday: Unit four (Kaiyfa Ahfath kul al-Asmaa'?)  
Vocabulary p. 52.
- Week 8 Tuesday : Grammar p. 67 & reading  
Thursday: Grammar pp. 74-75
- Week 9 Tuesday: No class (Fall Break)  
Thursday: Listening p. 83
- Week 10 Unit four- continued:  
Tuesday: Grammar p. 84  
Thursday: Grammar the verbal sentence p.86
- Week 11 Tuesday: Grammar p. 81 & listening  
Thursday : Unit five (Ataqs Har Jidan fi aSyf)  
Vocabulary p. 92
- Week 12 Tuesday: Grammar p. 97  
Listening p. 104  
**Thursday : Oral Presentations**
- Week 13 Unit five-continued  
Tuesday: Grammar p. 105  
Thursday: Test 3
- Week 14 Tuesday: In-class writing activities p. 109  
**Thursday: Oral Test**
- Week 15 Tuesday: In-class preparation for the final project  
Thursday: In-Class preparation for the final project
- Week 16 **Tuesday: Final Project Presentations**  
Thursday: Review

Enjoy the journey!



Arab 2001 +  
Syllabi

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

## Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.10](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10) common course prefixes numbers and descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.4](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4) details regarding areas af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.5](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5) rules regarding inclusion in areas af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.7](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7) prerequisites and exceptions)

There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.

## Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: [http://www.usg.edu/academic\\_partnerships\\_accreditation/committees/course\\_proposal\\_form](http://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form)

**Please do not delete any pages of this document.**

1. **Institution:**
2. **This is a proposal for (mark one box below):**

<input type="checkbox"/>	<b>Change in an already-approved course only, no change in Area.</b> A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
	<b>Course change information:</b>
	<b>From:</b>
	<b>To:</b>
<input checked="" type="checkbox"/>	Placement of a course into the <b>Areas A – E</b> of the Core Curriculum

3. **Course Subject** (e.g., philosophy): Arabic language and culture.
4. **Course Prefix and Number** (e.g., PSYC 1101): ARAB 2001
5. **Course Title** as it appears (or will appear) in catalog: Intermediate Arabic Language and Culture I
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): 3-0-3
7. **Provide a catalog description of the course** in the box below.

Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

### Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number as listed in the *Academic and Student Affairs Handbook Section 2.4.10*? (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#) )

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no" that you are **not using a common course prefix and number**, and "yes" that a **common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

### CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	<b>Area A (English, Mathematics)</b>
State your institution's approved learning outcome(s) for Area A:	
Enter text here.	
Explain how the proposed course satisfies the Area A learning outcome(s) listed above:	
Enter text here.	
<input type="checkbox"/>	<b>Area B (Institutional Options)</b>
State your institution's approved learning outcome(s) for Area B:	
Enter text here.	
Explain how the proposed course satisfies the Area B learning outcome(s) listed above:	
Enter text here.	
<input checked="" type="checkbox"/>	<b>Area C (Humanities, Fine Arts, Ethics)</b>
State your institution's approved learning outcome(s) for Area C:	
Students will analyze, evaluate, and interpret diverse forms of human communication.	
Explain how the proposed course satisfies the Area C learning outcome(s) listed above:	
A foreign language and a foreign culture are forms of human communication and their study is carried out in the process of their constant analysis and interpretation. In and of themselves, they represent diversity since they are different than one's native language and culture.	
<input type="checkbox"/>	<b>Area D (Natural Sciences, Mathematics, Technology)</b>
State your institution's approved learning outcome(s) for Area D:	
Enter text here.	
Explain how the proposed course satisfies the Area D learning outcome(s) listed above:	
Enter text here.	
<b>If Area D, select appropriate major(s):</b>	
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	<b>Area E (Social Sciences)</b>
State your institution's approved learning outcome(s) for Area E:	
Enter text here.	
Explain how the proposed course satisfies the Area E learning outcome(s) listed above:	
Enter text here.	

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

### Course Prerequisites:

**Learning Support Prerequisites or Corequisites:** Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

**Other Prerequisites** (enter "none" if not applicable): ARAB 1002

**Course Co-requisites** (enter "none" if not applicable):

### Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E
- No course in one area (A-E) may be a prerequisite for any course in any other area (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

**Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (*Courses that are required of all students at your institution do not count here.*)**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

**9. Course approval by institution**

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
12-13-2016	College of Arts & Sciences Executive Committee <i>2/14/17 CSR</i>
01-09-2017	VSU Academic Committee

**10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?



## Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- |  |   |
|--|---|
| <input type="checkbox"/> Anthropology                                    | <input type="checkbox"/> Geological Sciences and Geography                |
| <input type="checkbox"/> Arts and Sciences (Deans)                       | <input type="checkbox"/> Georgia Film Academy Film Production             |
| <input type="checkbox"/> Biological Sciences                             | <input type="checkbox"/> History  |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> Mathematical Subjects                            |
| <input type="checkbox"/> Chemistry                                       | <input type="checkbox"/> Nursing  |
| <input type="checkbox"/> Communication                                   | <input type="checkbox"/> Philosophy & Religion                            |
| <input type="checkbox"/> Computing Disciplines                           | <input type="checkbox"/> Physical Education, Health Education, Recreation |
| <input type="checkbox"/> Criminal Justice                                | <input type="checkbox"/> Physics and Astronomy                            |
| <input type="checkbox"/> Educator Preparation                            | <input type="checkbox"/> Political Science                                |
| <input type="checkbox"/> Family and Consumer Sciences                    | <input type="checkbox"/> Psychology                                       |
| <input type="checkbox"/> Fine and Applied Arts                           | <input type="checkbox"/> Social Work                                      |
| <input checked="" type="checkbox"/> Foreign Languages                    | <input type="checkbox"/> Sociology  |

Please provide the following contact information:

<b>Provost/VPAA Name:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Mailing Address:</b>	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

### **Course Learning Outcomes**

- Speak Arabic at the intermediate mid-level of proficiency ( as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines) in vocabulary and expressions beyond the elementary level and the memorized utterance.
- Write in simple sentences and phrases and most frequently use the present tense, although you will be able to narrate simple events in the past.
- Handel simple "survival situations" in the target culture ( e.g., ordering food, shopping, buying food, etc.)
- Read consistently with increased understanding of simple, connected texts dealing with a variety of basic and social needs.
- Listen and understand sentence -length utterances which consist of recombinations of learned utterances on a variety of topics.
- Ask questions as well as answer them.
- Gain more knowledge about the Arabic culture, including family, youth, hobbies, and food.

### **Course Content**

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Arabic 2001 is the third in a series of Arabic courses taught at VSU. The focus will be on the acquisition of more complex grammatical structures, expanding vocabulary, and developing competence in a wide range of communicative situations. Emphasis will be placed on developing reading, writing, listening, and speaking skills.

### **Assessment Strategies**

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- quizzes,
- tests,
- oral presentations,
- homework,
- pair activities in class,
- video projects,
- class participation

### **Instructional Strategies**

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- communicative approach,
- small lectures,
- grammar-translation method,
- project-based learning.

### **Potential Textbooks**

Provide examples of possible textbooks for the course.



- Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press, 2010.
- \_\_\_\_\_. Al-Kitaab fii ta'allum al'Arabiyyah with DVDs: A Textbook for beginning Arabic (Part One). Washington: Georgetown University Press, 2011.

## Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)

**Please do not delete any pages of this document.**

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Council\_General

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

### Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.
---------------------------------------

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

<b>Academic Committee:</b>	
<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	
<b>Chair email address:</b>	

**Reminder: After completing this part of the form, please save and send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) as an email attachment.**

### Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

1345	Council_General_
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Course Title:

Institution:

#### Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

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2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA approve exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.
---------------------------------------

5. Please provide contact information for the RACAA Chair.

Chair name:	
Chair institution:	
Chair daytime phone number:	

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Chair email address:

**Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.**

## Part 4: To be filled out by the System Liaison for the Council on General Education.

1345	Council_General
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<b>Course Title:</b>  <b>Institution:</b>
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1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.
---------------------------------------

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

<b>Liaison name:</b>	Barbara L. Brown
<b>Liaison daytime phone number:</b>	404-962-3107
<b>Liaison email address:</b>	Barbara.Brown@usg.edu

Form last updated 10/17/16

**Department of Modern and Classical Languages**

**College of Arts & Sciences**

**Valdosta State University**

*Fall Semester 2016: August 15 - December 5, 2016*

**Course Information**

Course Name: ARAB 2001 *Intermediate Arabic Lang/Cult I*  
CRN :  
Class Time: 3  
Prerequisite: Arabic 1002  
Room:

**Instructor Information**

Instructor:  
Department Phone:  
Email:  **Office Hours:**

**Response Times**

Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
  - Assignment assessment / evaluation / grade: usually within 72 hours of submission.
- Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

**Start and End Dates**

The course begins August 15, 2016 and ends December 5, 2016. See also VSU Calendars: (for example <https://www.valdosta.edu/about/events/welcome.php> )

**Date of Final for this Class**

The final dates are December 6-9, 2016. The final for this class is on December 7. See also the VSU Calendars, for example, especially the monthly views: [https://www.valdosta.edu/about/events/monthly.php?time\\_span=month&calendar=0&start\\_ts=1470801600](https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600)

**Holidays**

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There are three holiday periods this semester: Sept. 5 (Labor Day); October 10-11 (Fall Break), November 23-25 (Thanksgiving), which means that communication may be a bit limited around that holiday. Again, see the VSU Calendars at:

<https://www.valdosta.edu/about/events/welcome.php>

### **Dropping this Class**

The final day to drop (or add) this class is THURSDAY, August 18, 2016. See the VSU Calendar at:

[https://www.valdosta.edu/about/events/monthly.php?time\\_span=month&calendar=0&start\\_ts=1470801600](https://www.valdosta.edu/about/events/monthly.php?time_span=month&calendar=0&start_ts=1470801600)

### **Withdrawing from this Class and Receiving a W**

The final day to withdraw from this class and receive a W is Thursday, October 13, 2016 at noon EST. See the Calendar at:

[http://www.usg.edu/collaborative\\_program\\_services/calendar](http://www.usg.edu/collaborative_program_services/calendar)

### **Course Description**

Prerequisite: ARAB 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Arabic 2001 is the third in a series of Arabic courses taught at VSU. The focus will be on the acquisition of more complex grammatical structures, expanding vocabulary, and developing competence in a wide range of communicative situations. Emphasis will be placed on developing reading, writing, listening, and speaking skills.

### **Required Textbooks**

- Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One, Third Edition by K. Brustad et al., Georgetown University Press, July 2011.
- DVD for Al-Kitaab, which comes packaged with your textbook.
- A Dictionary of Modern Written Arabic. (Arabic-English) Hans Wehr. Ithaca, NY: Spoken Language Services, Inc., 1994.

### **Additional Resources**

Media: <http://www.aljazeera.net/portal>

Listening: <http://www.laits.utexas.edu/aswaat/>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>



## Course objective

To enhance the students' abilities to converse on a variety of topics, narrate, and read authentic material in Arabic. Students will also learn almost all of the basic structures of Modern Standard Arabic. This knowledge will enable them to perform all the functions listed in Alkitaab (part I).

## Course Outcomes

Upon successful completion of the course, students should be able to perform the following language functions:

1. Speak Arabic at the intermediate mid-level of proficiency ( as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines) in vocabulary and expressions beyond the elementary level and the memorized utterance.
2. Write in simple sentences and phrases and most frequently use the present tense, although you will be able to narrate simple events in the past.
3. Handle simple "survival situations" in the target culture ( e.g., ordering food, shopping, buying food, etc.)
4. Read consistently with increased understanding of simple, connected texts dealing with a variety of basic and social needs.
5. Listen and understand sentence -length utterances which consist of recombinations of learned utterances on a variety of topics.
6. Ask questions as well as answer them.
7. Gain more knowledge about the Arabic culture, including family, youth, hobbies, and food.

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this **intermediate-low to intermediate-mid** target level at

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

(Based on ACTFL Guidelines, <http://www.actfl.org>)

## Listening

**Intermediate Low:** Understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

**Intermediate Mid:** Able to understand sentence-length utterances which consist of recombination of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face

conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

### **Speaking**

**Intermediate Low :** Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Intermediate Mid:** Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

### **Reading**

**Intermediate Low:** Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

**Intermediate Mid:** Able to read consistently with increased understanding of simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

### **Writing:**

**Intermediate Low:** able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively

in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols.

Intermediate Mid: are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse.

**COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:**

<b>Course Outcomes</b>	<b>Assessment Instruments Used to Measure</b>	<b>Types of Assessments</b>	<b>ACTFL/NCA TE Program Standards</b>	<b>VSU General Education Outcomes</b>
1	2,3,4,5,6,7	Formative oral activity	1.a, 1.b	Area C
2	1,2,3,4,7,8	Formative written activity Summative activity	1.a, 1.b, 1.c	Area C
3	3,5,6	Formative Oral activity	1.a, 2,1.b	Area C
4	1,3,4,8	Formative written activity Summative activity	1.a, 1.b, 2.a	Area C
5	1,3,4,5,8	Formative oral activity Summative activity	1.a, 1.b, 2.a	Area C
6	3,5,6,7	Formative oral activity	1.b, 1.c	Area C
7	1,2,3,4,5,7,8	Formative oral activity summative activity	1.a, 1.b, 2.a, 2.b	Area C

## Grade Distribution

1. Exams: 15%
2. Presentations: 10 %
3. Homework: 10%
4. Quizzes: 10 %
5. Attendance & Participation : 10 %
6. Oral test: 10 %
7. Final Project: 15 %
8. Final Exam: 20 %

**Exams:** There will be several comprehensive exams throughout the semester. They will be announced well in advance.

**Make-up exam/quiz:** No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

**Presentations:** Each student is responsible for preparing and presenting one oral presentation during the semester. This is a 7-minute presentation that may take the form of a speech, a news report, a poster session, a story, a skit, a cultural commentary, and or any form creatively designed by the student. Topics have to be approved by the instructor. The presentations are in Arabic and all presentations are to be followed by questions.

When you give your presentation, you are expected to be presenting rather than reading notes. The use of notes must be kept to a minimum. Over reliance on these notes will lower your presentation grade heavily. You should see me a week before your presentation to discuss how you will present it.

**Homework:** Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

**Late work:** Generally, late work will not be accepted. All students MUST turn all assignments in on time in order to get credit. If a student is absent, s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date. Students must turn assignments in early when they know ahead of time that they will be absent. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

**Quizzes:** There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

**Attendance policy:** All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

**Participation:** Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate

actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

**Oral Test:** At the end of the semester, you will sign up for an interview with the instructor. Topics will reflect materials covered in class, and throughout the semester we will practice conversational strategies.

**Final project:** You will make a video of 3-5 minutes in which you will talk about an Arabic country; you will describe the geographic location of the country, its weather, the cuisine, and the music. This is your opportunity to create a suitable context where you can make use of the language you have learned.

**Final Exam:** The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

**Arabic Club/Arabic conversation table (extra credit):** In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

### **How to succeed in this course**

It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

### **What you can expect from the instructor**

As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

### **What the instructor expect from you**

In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute.
3. Please don't talk to your neighbors, even to consult about the lesson.
4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

### **Students With Disabilities**

### **Access / Accessibility Statement:**

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

### **Academic Honesty**

I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's 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."

### **Title IX Statement**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **Students Opinion of Instruction Statement**

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

instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### Why it is important to learn Arabic

- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

### Syllabus Acknowledgment

Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

### Tentative Schedule

Weeks	In class	Homework
Week 1:	<ul style="list-style-type: none"> <li>• Introduction to class</li> <li>Syllabus discussion</li> <li>• Review units 5</li> </ul>	Write 12 sentences about yourself
Wee2 : Monday  Wednesday  Friday	Unit 5: Vocabulary of Unit 5  In class drill 4 A correction <input type="checkbox"/> Students describe the weather in different Arabic countries	Prepare unit 5 alkitaab Read and watch the story, come to class ready to discuss it
Week 3:	Unit 5:	Translate the sentences on

Monday	Conversation: In class drill 4 p. 95	Blazeview to practice grammar
Wednesday	Grammar p. 97	
Friday	Numbers	
Week 4: Monday	Unit 5: Labor day (No classes)	Write about the activities you do using adverbs
Wednesday	Grammar p.104	
Friday	Numbers	
Week 5: Monday	Unit 5: Reading & Culture p. 110	Write about Hajj and Eid
Wednesday	Unit 6: Vocabulary	Write 10 sentences using the new vocabulary
Friday	Unit 6: Vocabulary & Ex. 3 p. 118	
Week 6: Monday	Unit 6: The story : Ana Khalid	Days of the week: come to class memorizing the days a week writing a little paragraph of what you every day
Wednesday	Masdar in Arabic and drill Correction	
Friday	Translation p. 125 & speaking	
Week 7: Monday	Unit 6: Reading p. 127 & Listening	Write about your hobbies
Wednesday	Grammar pp.128-129	Submit reading of the passage in p.133
Friday	Reading p. 131	
Week 8: Monday	Test 1	Drill 1. P. 137
Wednesday	Unit 7: Vocabulary	
Friday	Speaking: Drill 3 p. 138	
Week 9: Monday	Unit 7: No Classes (Fall Break)	Listen to the story and do drill 13 p. 145 Translate the sentences in drill 143
Wednesday		
Friday	Reading & speaking	
Week 10:	Unit 7:	



Monday (Fall break)	Grammar p. 140	
Wednesday	The story p. 145	Do drill 17 p. 149
Friday	Reading a poem by Nizar Qabani Superlative p. 139	
Week 11 Monday	Test 2	
Wednesday	Unit 8: Vocabulary	Write 10 sentences using the new vocabulary
Friday	Speaking :drill 4 p. 155	Prepare the questions in drill 4 p. 155
Week 12 Monday	Unit 8: The story p. 120	Listen to the story at home and fill in the blanks
Wednesday	Presentations	
Friday	Grammar : past tense p. 157	Drill 1. P. 153
Week 13 Monday	Unit 8: Speaking & reading	Prepare for the Oral test
Wednesday	Oral test	
	Writing p. 169 & speaking	Write about the pictures in p. 169
Week 14 Monday	Unit 8 Grammar: Roots & Patterns p. 161	
Wednesday	Test 3	Write ten sentences using the new vocabulary
Friday	Unit 9: Vocabulary	
Week 15 Monday	Unit 9: Speaking: drill 4 p. 184	Drill 2 p. 183
Wednesday	Grammar p. 186	Write the script for your final project
Friday	Draft of the final project	
Week 16 Monday	Final Project Presentation	
	Review for the Final	

Wednesday Friday	Exam	
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**Enjoy the journey!**

Arab 2002 +  
Syllabus

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

## Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.10](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10) common course prefixes numbers and descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.4](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4) details regarding areas af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.5](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5) rules regarding inclusion in areas af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.7](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7) prerequisites and exceptions)

There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.

## Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: [http://www.usg.edu/academic\\_partnerships\\_accreditation/committees/course\\_proposal\\_form](http://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form)

**Please do not delete any pages of this document.**

1. **Institution:**
2. **This is a proposal for (mark one box below):**

<input type="checkbox"/>	<b>Change in an already-approved course only, no change in Area.</b> A change in a course that is already approved for Areas A-E at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
	<b>Course change information:</b>
	<b>From:</b>
	<b>To:</b>
<input checked="" type="checkbox"/>	Placement of a course into the <b>Areas A – E</b> of the Core Curriculum

3. **Course Subject** (e.g., philosophy): Arabic language and culture.
4. **Course Prefix and Number** (e.g., PSYC 1101): ARAB 2002
5. **Course Title** as it appears (or will appear) in catalog: Intermediate Arabic Language and Culture II
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): 3-0-3
7. **Provide a catalog description of the course** in the box below.

A continuation of ARAB 2001 with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

### Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number as listed in the *Academic and Student Affairs Handbook Section 2.4.10*? (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#) )

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no" that you are not using a common course prefix and number, and "yes" that a common course prefix and number is available for this course, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

### CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	<b>Area A (English, Mathematics)</b>
State your institution's approved learning outcome(s) for Area A:	
Enter text here.	
Explain how the proposed course satisfies the Area A learning outcome(s) listed above:	
Enter text here.	
<input type="checkbox"/>	<b>Area B (Institutional Options)</b>
State your institution's approved learning outcome(s) for Area B:	
Enter text here.	
Explain how the proposed course satisfies the Area B learning outcome(s) listed above:	
Enter text here.	
<input checked="" type="checkbox"/>	<b>Area C (Humanities, Fine Arts, Ethics)</b>
State your institution's approved learning outcome(s) for Area C:	
Students will analyze, evaluate, and interpret diverse forms of human communication.	
Explain how the proposed course satisfies the Area C learning outcome(s) listed above:	
A foreign language and a foreign culture are forms of human communication and their study is carried out in the process of their constant analysis and interpretation. In and of themselves, they represent diversity since they are different than one's native language and culture.	
<input type="checkbox"/>	<b>Area D (Natural Sciences, Mathematics, Technology)</b>
State your institution's approved learning outcome(s) for Area D:	
Enter text here.	
Explain how the proposed course satisfies the Area D learning outcome(s) listed above:	
Enter text here.	
<b>If Area D, select appropriate major(s):</b>	
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	<b>Area E (Social Sciences)</b>
State your institution's approved learning outcome(s) for Area E:	
Enter text here.	
Explain how the proposed course satisfies the Area E learning outcome(s) listed above:	
Enter text here.	

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

### Course Prerequisites:

**Learning Support Prerequisites or Corequisites:** Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

**Other Prerequisites** (enter "none" if not applicable): ARAB 2001

**Course Co-requisites** (enter "none" if not applicable):

### Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

**Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (*Courses that are required of all students at your institution do not count here.*)**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

**9. Course approval by institution**

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
12-13-2016	College of Arts & Sciences Executive Committee <i>2/14/17 CSR</i>
01-09-2017	VSU Academic Committee

**10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?





## Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- |  |   |
|--|---|
| <input type="checkbox"/> Anthropology                                    | <input type="checkbox"/> Geological Sciences and Geography                |
| <input type="checkbox"/> Arts and Sciences (Deans)                       | <input type="checkbox"/> Georgia Film Academy Film Production             |
| <input type="checkbox"/> Biological Sciences                             | <input type="checkbox"/> History  |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> Mathematical Subjects                            |
| <input type="checkbox"/> Chemistry                                       | <input type="checkbox"/> Nursing  |
| <input type="checkbox"/> Communication                                   | <input type="checkbox"/> Philosophy & Religion                            |
| <input type="checkbox"/> Computing Disciplines                           | <input type="checkbox"/> Physical Education, Health Education, Recreation |
| <input type="checkbox"/> Criminal Justice                                | <input type="checkbox"/> Physics and Astronomy                            |
| <input type="checkbox"/> Educator Preparation                            | <input type="checkbox"/> Political Science                                |
| <input type="checkbox"/> Family and Consumer Sciences                    | <input type="checkbox"/> Psychology                                       |
| <input type="checkbox"/> Fine and Applied Arts                           | <input type="checkbox"/> Social Work                                      |
| <input checked="" type="checkbox"/> Foreign Languages                    | <input type="checkbox"/> Sociology  |

Please provide the following contact information:

<b>Provost/VPAA Name:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Mailing Address:</b>	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

### **Course Learning Outcomes**

- Speak Arabic at the intermediate high-level of proficiency (as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines).
- Narrate and describe at the paragraph level in various time frame.
- Handle short social interactions in everyday situations, sometimes even when there is an unexpected complication
- Read and understand short paragraphs.
- Listen and understand paragraph -length utterances on a variety of topics.
- Participate with ease and confidence in conversations on familiar topics.
- Gain more knowledge about the Arabic culture.

### **Course Content**

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Arabic 2002 is the fourth semester of Modern Standard Arabic (MSA). This course is designed to develop further your proficiency in reading, writing, listening, and speaking. In order to do so, we will use a communicative, student-centered approach to learning Modern Standard Arabic (MSA).

### **Assessment Strategies**

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- quizzes,
- tests,
- oral presentations,
- homework,
- pair activities in class,
- video projects,
- class participation

### **Instructional Strategies**

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- communicative approach,
- small lectures,
- grammar-translation method,
- project-based learning.

### **Potential Textbooks**

Provide examples of possible textbooks for the course.

- Kristen Brustad, Mahmoud al-Batal, and Abbas al-Tonsi. Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press, 2010.

• \_\_\_\_\_, Al-Kitaab fii ta'allum al'Arabiyyah with DVDs: A Textbook for beginning Arabic (Part One).  
Washington: Georgetown University Press, 2011.

## Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)

Please do not delete any pages of this document.

1345

Council\_General

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

### Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee approve exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

<b>Academic Committee:</b>	
<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	
<b>Chair email address:</b>	

**Reminder: After completing this part of the form, please save and send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) as an email attachment.**

**Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).**

1345	Council_General_
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<b>Course Title:</b>  <b>Institution:</b>
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**Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions**

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

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2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA approve exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.
---------------------------------------

5. Please provide contact information for the RACAA Chair.

<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	

Chair email address:

**Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.**

## Part 4: To be filled out by the System Liaison for the Council on General Education.

1345

Council\_General

Course Title:

Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

5. Please provide contact information for the System Liaison to the Council on General Education.

<b>Liaison name:</b>	Barbara L. Brown
<b>Liaison daytime phone number:</b>	404-962-3107
<b>Liaison email address:</b>	Barbara.Brown@usg.edu

Form last updated 10/17/16



## **Department of Modern and Classical Languages**

### **College of Arts & Sciences**

### **Valdosta State University**

#### **Course Information**

Course Name: ARAB 2002 Intermediate Arabic Lang/Cult II  
CRN : 82771  
Class Time:  
Credits: 3  
Prerequisite: Arabic 2001  
Room:

#### **Instructor Information**

Instructor:  
Office:  
Department Phone:  
Email:  
**Office Hours:**

#### **Response Times**

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Students can expect responses as follows:

- Email and phone: normally within 24 hours, or sooner if possible
- Assignment assessment / evaluation / grade: usually within 72 hours of submission.

Exceptions: Response times on weekends or holidays or on occasional travel dates may vary.

#### **Course Description**

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Prerequisite: ARAB 2001 or the equivalent. A continuation of ARAB 2001 with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

This is the fourth semester of Modern Standard Arabic (MSA). This course is designed to develop further your proficiency in reading, writing, listening, and speaking. In order to do so, we will use a communicative, student-centered approach to learning Modern Standard Arabic (MSA). You are required to have successfully completed Arabic 2001 (or its equivalent) prior to registering.

### **Required Textbooks**

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- Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One, Third Edition by K. Brustad et al., Georgetown University Press, July 2011.
- Brustad, Kristen, et. al. Al-Kitaab fii ta'allum al- 'Arabiyya: A Textbook for Arabic. Part two. Georgetown University, Washington DC. Third Edition 2013.
- A Dictionary of Modern Written Arabic. (Arabic-English) Hans Wehr. Ithaca, NY: Spoken Language Services, Inc., 1994.

### **Additional Resources**

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Media: <http://www.aljazeera.net/portal>

Listening: <http://www.laits.utexas.edu/aswaat/>

Songs: <http://www.arabicmusictranslation.com/search/label/Kazem%20el-Saher>

Movies: <http://www.3arabtv.com/>

Vocabulary: <http://quizlet.com/subject/Al-Kitaab/>

### **Course objective**

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This course tends to enable students to attain an intermediate high level proficiency level in all Arabic language skills. Students will expand their knowledge of grammar and sentence structures. They will continue building up an additional vocabulary repertoire. They will also develop their reading and listening skills using authentic material.

### **Course Outcomes**

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Upon successful completion of the course, students should be able to perform the following language functions:

1. Speak Arabic at the intermediate high-level of proficiency (as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines).
2. Narrate and describe at the paragraph level in various time frame.
3. Handle short social interactions in everyday situations, sometimes even when there is an unexpected complication

4. Read and understand short paragraphs.
5. Listen and understand paragraph -length utterances on a variety of topics.
6. Participate with ease and confidence in conversations on familiar topics.
7. Gain more knowledge about the Arabic culture.

The practices listed in objectives should provide the student with the ability to do the following in each skill: (based on ACTFL Guidelines for this **intermediate-mid to intermediate-high** target level at

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

(Based on ACTFL Guidelines, <http://www.actfl.org>)

## **Listening**

### INTERMEDIATE HIGH

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

### INTERMEDIATE MID

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

## **Speaking**

### INTERMEDIATE HIGH

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to

maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

#### INTERMEDIATE MID

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

#### **Reading**

##### INTERMEDIATE HIGH

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

##### INTERMEDIATE MID

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

#### **Writing**

##### INTERMEDIATE HIGH

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially

correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

#### INTERMEDIATE MID

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

#### **COURSE OUTCOMES AND ASSESSMENT CORRESPONDANCE:**

<b>Course Outcomes</b>	<b>Assessment Instruments Used to Measure</b>	<b>Types of Assessments</b>	<b>ACTFL/NCAT E Program Standards</b>	<b>VSU General Education Outcomes</b>
1	1,2,3,4	Formative oral activity	1.a, 1.b	Area C
2	2,5	Formative written activity Summative activity	1.a, 1.b, 1.c	Area C
3	1,2,3,4	Formative Oral activity	1.a,1.b, 2.a	Area C
4	1,2	Formative written activity Summative activity	1.a, 1.b, 1.c	Area C
5	1,2,3	Formative oral	1.a, 1.b, 2.a	Area C

		activity Summative activity		
6	1,2,3,4	Formative oral activity	1.a, 1.b	Area C
7	1,2,3,4,5	Formative oral activity summative activity	1.a, 1.b, 2.a	Area C

### Grade Distribution

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1. Exams: 15%
2. Presentations: 10 %
3. Homework: 10%
4. Quizzes: 10 %
5. Attendance & Participation : 10 %
6. Oral test: 10 %
7. Final Project: 15 %
8. Final Exam: 15 %
9. Journals: 5%

**Exams:** There will be several comprehensive exams throughout the semester. They will be announced well in advance.

**Make-up exam/quiz:** No make-up exams or quizzes will be given. Only those students with legitimate (legal proof) excuses will be offered the chance to take the exam or quiz.

**Presentations:** Each student is responsible for preparing and presenting one oral presentation during the semester. This is a 10-minute presentation that may take the form of a speech, a news report, a poster session, a story, a skit, a cultural commentary, and or any form creatively designed by the student. Topics have to be approved by the instructor .The presentations are in Arabic and all presentations are to be followed by questions. When you give your presentation, you are expected to be presenting rather than reading notes. The use of notes must be kept to a minimum. Over reliance on these notes will lower your presentation grade heavily. You should see me a week before your presentation to discuss how you will present it.

**Homework:** Students will receive the grade earned for all assignments that are complete and submitted on time. Students will receive a zero for all assignments not completed and submitted (NO MAKE-UP / LATE WORK).

**Late work:** Generally, late work will not be accepted. All students MUST turn all assignments in on time in order to get credit. If a student is absent,

s/he is responsible for contacting the professor or a classmate to get homework assignments for the next class meeting date. Students must turn assignments in early when they know ahead of time that they will be absent. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc.—not doctor's excuse).

**Quizzes:** There will be frequent quizzes on various topics. These demand your constant daily dedication. Quizzes may or may not be announced. Any student who is absent will receive a zero unless s/he shows proof a legitimate reason (VSU business, hospital admission, etc.)

**Attendance policy:** All students must attend class daily (See participation grade). Any student who misses more than 20% of class meeting time will fail this class--even if he/she has an A average. If a student is 15 minutes late twice, that counts as an absence. Equally, if a student leaves 15 minutes early twice, that counts as an absence.

**Participation:** Keep in mind that one of the most important aspects of learning a language is active participation. Enthusiasm and creativity are highly encouraged. The rhythm and the enjoyment of the class depend for the most part on your own input. Think of Arabic class as being part of an orchestra; you need to practice your instrument (Arabic) every day with the entire group in order to make progress. You are expected to read the assigned pages in the textbook daily before coming to class and participate actively in individual, pair, and group work in Arabic. If you don't, you will not receive points for that week for participation.

**Oral Test:** At the end of the semester, you will sign up for an interview with the instructor. Topics will reflect materials covered in class, and throughout the semester we will practice conversational strategies.

**Final project:** You will make a YouTube video of 5 minutes in the form of a commercial about a product that people can use in the Arab world . This is your opportunity to create a suitable context where you can make use of the language you have learned.

**Final Exam:** The final exam in this course will be cumulative--it will test everything we will cover in the semester. If any other specific items are included, the professor will announce them in class on or before the last day of class.

**Journals:** Starting the second week of classes each student will be required to write a weekly journal entry in order for all to be able to assess their language progress. The instructor will assign specific topics. Students are expected to incorporate into their journals new vocabulary and grammatical structures learned in class during the preceding weeks. By the end of the semester, students should be able to see the progress that they have made in their language ability.

**Arabic Club/Arabic conversation table (extra credit):** In the Arabic Club you will develop sensitivity to different Arab cultures and citizens in

comparison with your own culture. It is also a great opportunity to meet with students from other sections and communicate using what you have learned in class. Games and a variety of language activities will be held for fun and learning purposes.

<https://www.facebook.com/VSUArabic>

### **How to succeed in this course**

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It is important that you study the material in the text book each day before you come to class and that you review the same material after each class (an average of 16 hours a week will be necessary to make satisfactory progress). Come to class with an awareness of the material, whether it is vocabulary or grammar. Develop the habit of speaking in Arabic in the class with your instructor and with other students. This will improve your Arabic skills at an exponential rate, and will be highly beneficial for the oral exam.

### **What you can expect from the instructor**

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As an instructor, I commit myself to being on time, well-prepared, and available for consultation. I try my best to create a classroom atmosphere where each student is respected and feels comfortable participating. I undertake to provide clear guidelines about what is required in the course and to apply these guidelines with fairness to all students.

### **What the instructor expect from you**

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In order to help the class functions smoothly and to ensure the best possible learning environment for all, students are asked to cooperate in the following ways:

1. Arrive on time and stay until the class is dismissed.
2. Raise your hand to indicate that you have a question or an answer to contribute.
3. Please don't talk to your neighbors, even to consult about the lesson.
4. Come to class prepared and equipped with necessary books and completed homework.
5. If you have a concern or dissatisfaction about the course, contact your instructor to discuss the matter as soon as possible.

### **Students With Disabilities**

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#### **Access / Accessibility Statement:**



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

### **Academic Honesty**

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I expect the highest academic integrity from you. A first incident of cheating or plagiarism will result in an F. A second incident normally results in an F in the course.

See VSU's 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."

### **Title IX Statement**

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Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **Students Opinion of Instruction Statement**

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

### **Why it is important to learn Arabic**

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- Arabic is the 5th most spoken language in the world; one of the six official languages of the United Nations; the official language of 24 countries, spoken by over 400 million people.
- Arabic is a Critical Language as designated by the U.S. Government, and one of the priority languages for recruiting by the Dept. of Defense, National Security Agency, FBI, CIA, and many other agencies.
- Arabic is one of the fastest growing business languages in the world. Economic growth in the Arabian Gulf area alone is projected to be double the world average.
- Arabic is the liturgical language of Islam. Therefore, over a billion Muslims in the world have a basic knowledge of Arabic, even if they have a different native language.
- Arabic has one of the richest and longest cultural traditions.
- Arabic was the language of science and philosophy long before English came into existence. Arabic has had a great influence on other languages. Urdu and Persian, for example, use the Arabic alphabet and approximately 10% of Spanish words come from Arabic.

### **Syllabus Acknowledgment**

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Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read the syllabus and understand the syllabus". This syllabus is contract that governs this class, and your e-mail constitutes the digital signature under our contract. It is essential that I know you are aware of the content of this document.

## TENTATIVE SCHEDULE

Week 1 Introduction to the class and reading the syllabus.

In-class revision activities

Listening, reading, writing and speaking activities.

Speaking

Week 2 Unit 11:

Monday: Vocabulary p. 226/ conversation p. 230

Wednesday: Grammar p.233

Friday: The story p. 232 (you listen to the story at home and discuss it in class)

Week 3 Monday: Grammar p. 237

Wednesday: Reading p.244

Friday: Unit 12: Vocabulary p. 246 & Conversation p. 251

Week 4 Monday: Labor Day Holiday

Wednesday: Grammar p. 253

Friday: Listening p. 256

Week 5 Monday: Grammar p. 257

Wednesday: Grammar p. 258

Friday: Writing p. 265

Week 6 Monday: Test 1

Wednesday: Unit 13: Vocabulary p. 268 & Conversation p. 285

Friday: Grammar p. 277

Week 7 Monday: Listening p. 281

Wednesday: Grammar p. 282

Friday: Reading

Week 8 Monday: Unit 1 (part II) Vocabulary p. 34 & Conversation p. 40

Wednesday: Writing p. 46

Friday: Grammar p. 47

Week 9 Monday: Columbus Day Fall Break

Wednesday: Grammar p. 54

Friday: Listening p. 60

Week 10 Monday: Grammar p. 57

Wednesday: Reading p. 69

Friday: Test 2

Week 11 Monday: Unit 2 : Conversation p. 80 & Grammar p. 82

Wednesday: Listening p. 91

Friday: Grammar p.92

Week 12 Monday: Grammar p. 99

Wednesday: Reading p. 102

Friday: Grammar p. 106

Week 13 Monday: Unit 3 : Conversation p. 116

Wednesday: Grammar p. 119

Friday: Grammar p.167

Week 14 Monday: Test 3  
Wednesday: Listening p. 130  
Friday: Grammar p.131  
Week 15 Monday: Oral Interview  
Wednesday: Thanksgiving Holidays  
Friday: Thanksgiving Holidays  
Week 16 Monday: Presentations  
Wednesday: Reading p. 142  
Friday: Translation p. 130  
Week 17 Monday: Presentations of Final Projects

**Enjoy the journey!**

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

**Date of Submission:** 10/21/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Mathematics Department

**Faculty Member Requesting Revision:**  
Dr. Peggy L Moch

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MATH 2008: Foundations of Numbers and Operations

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MATH 2008  
Credit Hours: 3  
Course Title: Foundations of Numbers and Operations  
Pre-requisites: MATH 1101, MATH 1111 or MATH 1113 with a grade of "C" or higher  
Course Description: An introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: MATH 1001, MATH 1101, MATH 1111, MATH 1112 or MATH 1113 with a grade of "C" or higher  
Course Description:

*Please See attachment* →

**Semester/Year to be Effective:**  
Spring 2017

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

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Include an additional choice for a pre-requisite for MATH 2008. MATH 1001 is offered at other USG institutions and this addition will facilitate transfer students and help them avoid the need for course overrides. MATH 1112 is offered at VSU and is a valid pre-requisite.

**Plans for assessing the effectiveness of the course: N/A**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Dy Hanner</i>	Date: <i>2-14-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 2, 2017

## Attachment 1 – MATH 2008 Pre-requisites

MATH 1112 is a VSU Area A course and is a valid pre-requisite to MATH 2008. MATH 1001 is a USG Area A course. It is not offered at VSU, but it is also a valid pre-requisite to MATH 2008. Based on communication with Dr. Gravett and Ms. Long, since MATH 1001 is not offered at VSU, rather than listing it in the pre-requisite string in the catalog, it may be necessary to work with the Registrar's office to add it to the coding in Banner to allow transfer students who have taken MATH 1001 at another institution to register for MATH 2008. On 01-27-2017, the Mathematics Department faculty approved this action if adding MATH 1001 as a pre-requisite in the catalog is not possible.

**From:** Lisa Hagan Long  
**Sent:** Monday, November 21, 2016 12:24 PM  
**To:** Gregory K Harrell; Sharon L Gravett  
**Cc:** Stanley Jones; Karen Marie Shepard  
**Subject:** RE: Pre-req question

All admissions could do it mark it a viable area A course but we don't have anything to do with pre-req. That is all Registrar.

**Lisa Long**  
Associate Director of Admissions  
Valdosta State University  
P: (229) 333-5791 / F: (229) 333-5482  
[lhlong@valdosta.edu](mailto:lhlong@valdosta.edu)  
GO BLAZERS!!

**From:** Sharon L Gravett  
**Sent:** Monday, November 21, 2016 11:37 AM  
**To:** Gregory K Harrell  
**Cc:** Stanley Jones; Karen Marie Shepard; Lisa Hagan Long  
**Subject:** RE: Pre-req question

Hi, Greg,

I don't think we can actually add it as a pre-req in our catalog, but I wonder if we can add it in Admissions when transfer transcripts are evaluated. I am copying Stanley and Karen in the Registrar's Office and Lisa Long in Admissions for their feedback.

Thanks,  
Sheri

**From:** Gregory K Harrell  
**Sent:** Monday, November 21, 2016 11:30 AM  
**To:** Sharon L Gravett <[sgravett@valdosta.edu](mailto:sgravett@valdosta.edu)>  
**Subject:** Pre-req question

Sheri,

We are getting more transfers from USG institutions who have taken Math 1001 Quantitative Reasoning, which is not offered here, nor at many other USG institutions. We are adding Math 1112 to the possible pre-req string for Math 2008. Math 1001 is also a viable pre-req for this course. My question - can we add a USG course to the pre-req string that we don't actually offer here at VSU?

Thanks much,  
Greg

Dr. Greg Harrell  
Professor and Head of Department  
Department of Mathematics



# 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:

N/A

## Proposed Effective Date for Curriculum Change:

(Month/Year): 08/2017

## Degree & Program Name:

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

## Present Requirements: N/A

There are presently no grade point average (GPA) requirements for the criminal justice major.

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

All students wishing to pursue the criminal justice major or minor must have obtained an overall grade point average (GPA) of 2.00 for acceptance into the degree program. Students must also maintain an overall grade point average (GPA) of 2.00 to remain active within the degree program.

Once accepted into the criminal justice degree program, students who fall below the minimum grade point average (GPA) of 2.00 at any time will be blocked from registration into any criminal justice course until his/her overall grade point average (GPA) is raised to the minimum 2.00.

## 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: Instituting a minimum grade point average (GPA) for acceptance into and maintaining good standing within the criminal justice degree program will increase the number of academically prepared students while also increasing academic integrity within the major.

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. This is in line with the change to the BSCJ curriculum (2016), which was based in part on faculty and employer observations regarding the need for students to be academically prepared for employment. This will also ensure that students will meet the graduation eligibility requirements for VSU.

**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.) Assessments will be collected and evaluated in terms of the overall GPA for graduates, which should increase, and the number of BSCJ students who are on probation/suspension, which should decrease.

**Approvals:**

Department Head:

*Danell L. Fox*

Date:

*2/7/17*

College/Division Exec. Committee:

*Connie Richards*

Date:

*2/15/17*

Dean(s)/Director(s):

*Connie Richards*

Date:

*2/15/17*

Grad. Exec. Committee:  
(for graduate course)

Date:

Graduate Dean:  
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

- Core Curriculum     
  Senior Curriculum     
  Graduate Curriculum     
  Other Curriculum

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

**Current Catalog Page Number:**  
N/A

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/2017

**Degree & Program Name:**  
(e.g., BFA, Art): BSCJ

**Present Requirements: N/A**  
 Prior to the 2002-2003 academic year, there existed an active Minor in Criminal Justice. In the 1996-1998 Undergraduate Catalog, the minor was listed on Pg. 100 as part of the list of minors for the College of Arts and Sciences (COAS) and on Pg. 145 as part of the Department of Sociology, Anthropology and Criminal Justice. In the 1998-1999 Undergraduate Catalog, the minor was listed on Pg. 105 as part of the COAS list of minors but was no longer listed within the department (also the case with 1999-2000, 2000-2001, and 2001-2002 catalogs). In the 2002-2003 Undergraduate Catalog, the format was changed to no longer providing a list of COAS minors, thus all references to a Minor in Criminal Justice disappeared from this and all subsequent catalogs (see attached catalog pages). No paperwork for the deactivation of the minor has been located and current faculty who were present during this time have no knowledge of the deactivation of the minor. It is the belief of the faculty that the deletion of the listing for the Minor in Criminal Justice was in error and it is requested that the Minor in Criminal Justice once again be included with the departmental minor information with the proposed requirements outlined here.

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

<u>Minor in Criminal Justice</u> .....	<u>18 hours</u>
<u>CRJU 1100</u> .....	<u>3 hours</u>
<u>CRJU 2500</u> .....	<u>3 hours</u>
<u>CRJU 3300 or CRJU 3310</u> .....	<u>3 hours</u>
<u>CRJU 3600</u> .....	<u>3 hours</u>
<u>CRJU 3700</u> .....	<u>3 hours</u>
<u>CRJU 4100 or CRJU 4200 or CRJU 4400</u> ..	<u>3 hours</u>

NOTE: The grade earned in each course in the minor must be a "C" or better.

**Justification:**

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

- Improve student learning outcomes:

Adopting current best practice(s) in field: Relisting the Minor in Criminal Justice will allow those students who have an interest in the Criminal Justice field, but who are majoring in another field, to formally obtain the basic foundation knowledge of Criminal Justice. This will benefit them when seeking employment by allowing them to formally identify a minor.

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. Current SOIs indicate many students currently enrolled in CRJU courses are not CRJU majors.

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

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

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOI data will continue to be evaluated with inclusion of those students identified as engaged in the Minor.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessments will be created and directed towards those students identified as engaged in the Minor to evaluate these courses as relevant to the student's major and employment goals.

**Approvals:**

Department Head: *Danell A. Ross* Date: *2/7/17*

College/Division Exec. Committee: *Connie Richards* Date: *2/15/17*

Dean(s)/Director(s): *Connie Richards* Date: *2/15/17*

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

Graduate Dean:  
(for graduate course) Date:

Academic Committee:

Date:

Form last updated: January 6, 2010



## WOMEN'S STUDIES MAJOR

The Women's Studies Major is a multidisciplinary program that explores the social, cultural, and political roles of women in society. The major is designed to provide students with a comprehensive understanding of women's experiences and contributions to society. The program includes courses in history, literature, sociology, and gender studies. Students are encouraged to explore the intersection of gender with race, class, and other social factors. The major is suitable for students interested in social justice, human rights, and the role of women in the workplace and community.

- WST 101: Introduction to Women's Studies (3 credits)
- WST 201: Women's History (3 credits)
- WST 202: Women's Literature (3 credits)
- WST 203: Women's Sociology (3 credits)
- WST 204: Women's Political Thought (3 credits)
- WST 205: Women's Cultural Studies (3 credits)
- WST 206: Women's Health and Medicine (3 credits)
- WST 207: Women's Environmental Studies (3 credits)
- WST 208: Women's Labor History (3 credits)
- WST 209: Women's Activism (3 credits)
- WST 210: Women's Global Studies (3 credits)

**Courses of Instruction**  
Information regarding courses being offered for the Women's Studies Major may be obtained from the offices of the Women's Studies Program, located in Merrill Hall. Courses selected from among the following satisfy requirements for the major. For a fuller description of these courses, see the Courses of Instruction section in this catalogue.





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

**Date of Submission:** 01/25/2017 (mm/dd/yyyy)

**Department Initiating Revision:**  
Political Science

**Faculty Member Requesting Revision:**  
Kendra A. Hollern

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LEAS 4802

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: LEAS 4802  
Credit Hours: 3  
Course Title: Special Topics in Legal Assistant Studies  
Pre-requisites: LEAS 1100  
Course Description: Selected topics of interest in legal assistant studies.

**Requested:**

Course Prefix and Number: LEAS 4802  
Credit Hours: 3  
Course Title: Special Topics in Legal Assistant Studies  
Pre-requisites: LEAS 1100  
Course Description: Selected topics of interest in legal assistant studies. The course may be repeated for credit if the topics are different.

**Semester/Year to be Effective:**  
Fall 2017

**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:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Matches what is being done in the Political Science Department for Special Topics courses.

**Plans for assessing the effectiveness of the course:**



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 01/25/2017 (mm/dd/yyyy)

**Department Initiating Request:**

Political Science

**Faculty Member Requesting:**

Kendra A. Hollern

**Proposed New Course Prefix & Number:**

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

LEAS 4270

**Proposed New Course Title:**

Immigration Law

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Immigration Law

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Every two years

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

**Lecture Hours:**

**Lab Hours:**

**Credit Hours: 3**

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course provides an overview of U.S. immigration law with an emphasis on the paralegal's role. Topics include preparation of visa applications, the admission and removal of immigrants and non-immigrants, and citizenship and naturalization.

**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 course has been offered as a special topics course and adds to the curriculum.

Adopting current best practice(s) in field: This course fills a gap in the curriculum.

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. Course has been offered twice as a Special Topics course with sufficient student enrollment.

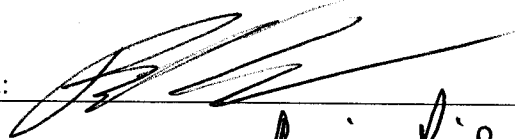
Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**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: 	Date: 1/30/17
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 2/15/17
Dean/Director: <i>Connie Richards</i>	Date: 2/15/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**LEAS 4270  
IMMIGRATION LAW**

**VALDOSTA STATE UNIVERSITY**

**Credit Hours:** 3

**Prerequisite:** LEAS 1100

**Instructor:**

**Phone:**

**Office hours:**

**Office Location:**

**E-Mail:**

**Class:**

**Text:** Maria Isabel Casablanca and Gloria Roa Bodin, *Immigration Law for Paralegals*, Fourth Edition, Carolina Academic Press, ISBN 978-1-61163-514-0

**TEXT IS REQUIRED.**

**Course Description:**

This course provides an overview of U.S. immigration law with an emphasis on the paralegal's role. Topics include preparation of visa applications, the admission and removal of immigrants and non-immigrants, and citizenship and naturalization.

**Learning Objectives:**

1. Demonstrate an understanding of how to conduct legal research and apply it in a form and manner that will enable them to support the legal system;
2. Be able to comprehend and make informed decisions regarding the ethical dilemmas of their profession;
3. Demonstrate an understanding of the American legal system in the manner necessary to enable them to function within the system and support its mission of service to society.
4. Describe and exhibit an understanding of document organization and preparation in the field of Immigration Law.

**Class Preparation:**

In order to achieve the learning objectives for this course, students should understand and comprehend the assigned readings, PowerPoint slides provided as a study aid, participation in class discussions and other preparatory assignments. In order to get the most out of class time, students are expected to have read the assigned material and to complete any specific assignments for the assigned week.

**Student Protocol:**

Students are expected to conduct themselves in a professional and appropriate manner while in this course. Disparaging and/or discriminatory and/or harassing/threatening comments will not be tolerated in the discussion board postings or any communications with fellow students

or the instructor. Valdosta State University's Non-Academic Conduct Code will control such behavior. See <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf#page=70>.

**Access Statement:**

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

**Title IX Statement:**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Grading and Evaluation:**

Student's grades will be assessed based on the points below.

Discussion Board postings (25 at 4 points each)	100 points max
Chapter Assignments (12 at 25 points each)	300 points max
Final Project	300 points max

There are a total of 700 points in this course.

Course grade = your earned points/700 = percentage applied to letter grade table below:

**Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

**Assignments:**

All assignments are due on Mondays by 5:00pm EST/EDT. BlazeVIEW server controls time.



## **Turnitin**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see <https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>

Instructions on how to submit using this tool for any written assignments will be given on BlazeVIEW with the appropriate assignments. The instructor reserves the right to use Turnitin on discussion board postings if determined the work is not the student's own.

## **Discussion Board Postings:**

This is an online course; however, an educational program centered on classroom instruction is predicated on the concept of class attendance at scheduled class sessions. Faculty is required to keep attendance records for compliance with various federal regulations. Student absences can have a deleterious effect on the student's grades or the continuing eligibility for financial assistance.

In order to track attendance there will be weekly discussion board postings. Each week students will have instructions on the postings for the course in our class discussion board. The instructions may include a minimum number of postings expected for the week. Students are required to read all of the other student's postings as well. The postings will count for 100 points.

For the discussion board postings, each week's postings will be assessed on a four-point scale:

4 points: The posting(s) integrate multiple viewpoints and weaves both class readings and other participant's postings into their discussion of the subject.

3 points: The posting(s) builds upon the ideas of another participant or two, and digs deeper into the question(s) posed by the instructor.

2 points: A single posting that does not interact with or incorporate the ideas of other participants' comments OR posting(s) that do not elicit further discussion.

1 point: A simple "me too" comment that neither expands the conversation nor demonstrates any degree of reflection by the student.

0 points: No comment or completely inappropriate posting (in other words has nothing to do with the question asked).

## **Assessments (See Course Assignments for due dates)**

This semester there will be no exams...but projects designed to illustrate the lecture materials. Students will need to keep on top of the schedule and this is designed to be an exercise in critical thinking and time management. This should be a way for the students to illustrate their understanding of the issues and documents used in Immigration Law. This may seem lot a great deal of work, but should take the same amount of time as studying for and taking exams.

### **Weekly Chapter Assignments**

Each week the student will be required to draft documents from each chapter that will illustrate their understanding of the course materials. These assignments are to be a reflection of the student's own effort. These assignments will be worth a maximum of 25 points per Chapter (12) for a total of 300 points.

### **Final Project**

During Module Seven the students will be given new individual client fact patterns. It will be up to the students, based on their facts, to pick and fill out the appropriate documents for their individual clients. This will be a comprehensive example of everything the student has learned throughout the semester. This final project will be worth a maximum of 300 points. More information to come.

### **Communications and Grading**

All communications in this course (including discussion board postings) are required to be composed in a professional format using names and proper salutations, grammar, syntax and spelling etc. No "hey there" or other non-professional "text messaging" styles of written communication will be accepted.

Students can expect the instructor to respond to emails/postings/messages within 24 hours of receipt Monday through Friday. On the weekends, Saturday through Sunday, responses within 48 hours of receipt. The instructor will post announcements regarding unavailability when away and will respond within 48 hours.

Grades will be posted within 72 hours of the due date. If there is a delay in grading an announcement will be posted.

### **Late Work**

Working in the legal field involves meeting and abiding by deadlines. Therefore, all materials are due as stated on the Course Assignments by Mondays at 5:00pm EST/EDT, the BlazeVIEW server controls. Late work will not be accepted after the deadline.

If students are having technical difficulties, visit the D2L Help Center: [https://d2lhelp.view.usg.edu/knowledge.do?sysparm\\_document\\_key=kb\\_knowledge%2c89030b47a954f400c4d92c0a881dd478](https://d2lhelp.view.usg.edu/knowledge.do?sysparm_document_key=kb_knowledge%2c89030b47a954f400c4d92c0a881dd478) TOLL FREE 1-855-772-0423. Students should plan ahead and submit assignments early to avoid technical issues at the last minute. If students continue experiencing difficulties submitting work via BlazeVIEW, contact the professor prior to the assignment due date and time to discuss whether late work will be accepted.

### **Academic Honor Code:**

Section I of the Student Code of Conduct, located in the Student Handbook, reads, "To avoid confusion concerning alleged incidents of academic dishonesty, under the normal process, a violation of Appendix A Section I of the Student Code of Conduct is handled academically, i.e. between the student and the professor. The most severe action that may be administered by a professor is a grade of 'F' in that particular course. This is an academic response and not a disciplinary recommendation.

Valdosta State University policy is that a violation of Section I may and should be handled by the professor, the student, and possibly the department head or dean concerned with the offense.

However, the most severe sanction that may be administered through this process is to give a grade of "F" in a course.

If a stronger sanction is desired, or if an agreement cannot be reached between the above parties concerning the incident, the matter may be referred to the Dean of Students Office. In such cases where a student may continue to violate Section I after having been warned or sanctioned by one or more professors he or she may then be referred to the Dean of Students Office where official charges may be drawn up and the student subjected to the established VSU disciplinary process.

The following are typical academic dishonesty violations, but they are not to be considered all-inclusive:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged."

For a full copy of the Academic Honor Code see <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf#page=70>

Further class policy includes: all work in this course must be the student's **own individual effort**. Students are not allowed to recycle work from another course and cannot have another student (or person, or website) do any of the student's assignments, assessments, and interactions (discussions). Assignments are to be original to this course and this term. If students are having problems with an assignment it is best to ask the instructor for help and not another student. These are all violations of the Academic Honor Code and the policies of this course.

First violation, the student will receive a zero for the assignment and a report of Academic Dishonesty filed with the Student Conduct Office (SCO). Upon the second violation, the student will receive an 'F' in the course and a second report filed with the SCO. Other sanctions may be issued by the SCO.

### **Incompletes**

A final grade of incomplete will not be given to a student simply to accommodate an inability to complete the required work in a timely manner during the semester. An incomplete will be given only under certain circumstances that are discussed and arranged in advance with the

instructor or for circumstances that are beyond the student's control (e.g., incapacitating medical condition, injury beyond student's control). See the university policy on incompletes. <http://www.valdosta.edu/academic/RequestforIncomplete.shtml>

**Final comments**

This course is very labor intensive, particularly since it is in an eight week format. It is important to keep up with the reading and online assignments and ask questions when the material is unclear. If there are questions please do not hesitate to ask and arrange a time to speak with the instructor. Let the professor know in advance of any difficulties that may influence the student's performance in this course.

<b>COURSE ASSIGNMENTS</b>		
<b>Subject to Change at Instructor's Discretion and with notice either in BlazeVIEW or by e-mail</b>		
<b>Week/Date</b>	<b>Topic</b>	<b>Assignment</b>
Module One	Course Requirements  Meeting with the Client	Course Syllabus  Chapter 1  <b>Discussion Board and Chapter 1 Assignment due by 5:00 pm EST on _____.</b>
Module Two	Visitors for Business/Pleasure  Temporary Visas for Working	Chapter 2  Chapter 3  <b>Discussion Board, Chapter 2 and 3 Assignments due by 5:00 pm EST on _____.</b>
Module Three	Temp Visas for Studying  Temp Visas for Particular Occupations	Chapter 4  Chapter 5  <b>Discussion Board, Chapter 4 and 5 Assignments due by 5:00 pm EST on _____.</b>

Module Four	Temp and Perm. Visas for Victims Family-Based Residency and Visas	Chapter 6 Chapter 7 <b>Discussion Board, Chapter 6 and 7 Assignments due by 5:00 pm EST on _____.</b>
Module Five	Employment-Based/Investor Immigrant Preferences Claiming Asylum or Protection in the U.S.	Chapter 8 Chapter 9 <b>Discussion Board, Chapter 8 and 9 Assignments by 5:00 pm EST on _____.</b>
Module Six	Seeking Relief Before the Courts Citizenship in the U.S.	Chapter 10 Chapter 11 <b>Discussion Board, Chapter 10 and 11 Assignments due by 5:00 pm EST on _____.</b>
Module Seven	Representation Before Dept. of Homeland Security	Chapter 12 <b>Discussion Board and Chapter 12 Assignment due by 5:00 pm EST on _____.</b>
Module Eight	Final Project	<b>Discussion Board due by 5:00 pm EST on _____.</b>
<b>FINAL PROJECT due by 5:00pm EST on _____.</b>		

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 01/25/2017 (mm/dd/yyyy)

**Department Initiating Request:**

Political Science

**Faculty Member Requesting:**

Kendra A. Hollern

**Proposed New Course Prefix & Number:**

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

LEAS 4280

**Proposed New Course Title:**

Health Care Law

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Health Care Law

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Every two years

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

**Lecture Hours:**

**Lab Hours:**

**Credit Hours: 3**

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) PREREQ: LEAS 1100. A basic study of the U.S. legal system and the issues involving the management and delivery of health care services. Emphasis is placed on law as it pertains to negligence, contracts, informed consent, confidentiality, labor relations, patient care, and reimbursement issues. Current medical, legal, and ethical questions are examined.

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

Improving student learning outcomes: The course has been offered as a special topics course and adds to the curriculum.

Adopting current best practice(s) in field: This course fills a gap in the curriculum.

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. Course has been offered twice as a Special Topics course with sufficient student enrollment.

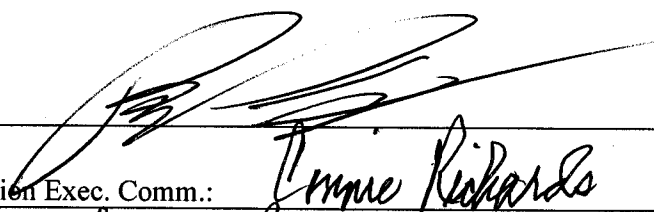
Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**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: 	Date: 2/8/17
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 2/15/17
Dean/Director: <i>Connie Richards</i>	Date: 2/15/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**LEAS 4280  
HEALTH CARE LAW**

**VALDOSTA STATE UNIVERSITY**

**Credit Hours:** 3

**Prerequisite:** LEAS 1100

**Instructor:**

**Phone:**

**Office hours:**

**Office Location:**

**E-Mail:**

**Class:**

**Text:** J. Stuart Showalter, JD, *The Law of Healthcare Administration*,  
Health Administration Press,  
Seventh Edition, ISBN 978-156793-644-5

**TEXT IS REQUIRED.**

**Course Description:**

A basic study of the U.S. legal system and the issues involving the management and delivery of health care services. Emphasis is placed on law as it pertains to negligence, contracts, informed consent, confidentiality, labor relations, patient care, and reimbursement issues. Current medical, legal, and ethical questions are examined.

**Learning Objectives:**

1. Demonstrate an understanding of how to conduct legal research and apply it in a form and manner that will enable them to support the legal system;
2. Be able to comprehend and make informed decisions regarding the ethical dilemmas of their profession;
3. Demonstrate an understanding of the American legal system in the manner necessary to enable them to function within the system and support its mission of service to society.
4. Describe and exhibit an understanding of the legal doctrines of contracting, torts and negligence.
5. Develop and exhibit an understanding of the health care institution as a corporation with respect to the health care corporate and institutional liability.
6. Develop and exhibit a general understanding of the institutional-patient relationship including admissions and discharge, emergency care, and medical records as pertains to legal implications.
7. Develop and exhibit an understanding of the legal doctrine of informed consent.

**Class Preparation:**

In order to achieve the learning objectives for this course, students should understand and comprehend the assigned readings, PowerPoint slides provided as a study aid, participation in class discussions and other preparatory assignments. In order to get the most out of class time, students are expected to have read the assigned material and to complete any specific assignments for the assigned week.

**Student Protocol:**

Students are expected to conduct themselves in a professional and appropriate manner while in this course. Disparaging and/or discriminatory and/or harassing/threatening comments will not be tolerated in the discussion board postings or any communications with fellow students or the instructor. Valdosta State University's Non-Academic Conduct Code will control such behavior. See <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf#page=70> .

**Access Statement:**

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

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**Grading and Evaluation:**

Student's grades will be assessed based on the points below.

Discussion Board postings (25 at 4 points each)	100 points max
Chapter Questions (15 at 25 points each)	375 points max
Reflection Papers (3 at 100 point each)	300 points max

There are a total of 775 points in this course.

Course grade = your earned points/775 = percentage applied to letter grade table below:

### Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

### Assignments:

All assignments are due on Thursdays by 5:00pm EST/EDT. BlazeVIEW server controls time.

### Turnitin

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see <https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>

Instructions on how to submit using this tool for any written assignments will be given on BlazeVIEW with the appropriate assignments. The instructor reserves the right to use Turnitin on discussion board postings if determined the work is not the student's own.

### Discussion Board Postings:

This is an online course, however, an educational program centered on classroom instruction is predicated on the concept of class attendance at scheduled class sessions. Faculty is required to keep attendance records for compliance with various federal regulations. Student absences can have a deleterious effect on the student's grades or the continuing eligibility for financial assistance.

In order to track attendance there will be weekly discussion board postings. Each week students will have instructions on the postings for the course in our class discussion board. The instructions may include a minimum number of postings expected for the week. Students are required to read all of the other student's postings as well. The postings will count for 100 points.

For the discussion board postings, each week's postings will be assessed on a four-point scale:

4 points: The posting(s) integrate multiple viewpoints and weaves both class readings and other participant's postings into their discussion of the subject.

3 points: The posting(s) builds upon the ideas of another participant or two, and digs deeper into the question(s) posed by the instructor.

2 points: A single posting that does not interact with or incorporate the ideas of other participants' comments OR posting(s) that do not elicit further discussion.

1 point: A simple "me too" comment that neither expands the conversation nor demonstrates any degree of reflection by the student.

0 points: No comment or completely inappropriate posting (in other words has nothing to do with the question asked).

### **Assessments (See Course Assignments for due dates)**

This semester there will be no exams...but projects designed to illustrate the lecture materials. Students will need to keep on top of the schedule and this is designed to be an exercise in critical thinking and time management. This should be a way for the students to illustrate their understanding and opinions of current medical-legal issues. This may seem lot a great deal of work, but should take the same amount of time as studying for and taking exams.

### **Weekly Chapter Questions**

Each week the student will be required to complete a series of questions from each chapter that will illustrate their understanding of the course materials. These assignments are to be a reflection of the student's own effort. The questions will be worth a maximum of 25 points per Chapter (15) for a total of 375 points.

### **Reflection Papers**

There will be three reflection papers required in this course that illustrate the student's interaction with the course materials. The first paper will deal with the Affordable Health Care Act. The second paper will deal with Tort Reform. The third will deal with Reproductive Rights. Further instructions will be given two weeks before each assignment is due.

The paper(s) must be at least 5 pages long in text, with 12 point font and one inch margins. The only fonts that will be accepted will be Times New Roman or Ariel. The papers are worth 100 points each for a total of 300 points. Submission of the paper will be done via GoVIEW and may be subjected to Turnitin.com analysis. The students will be given access to the grading criteria via a rubric to ensure they are meeting expectations.

### **Communications and Grading**

All communications in this course (including discussion board postings) are required to be composed in a professional format using names and proper salutations, grammar, syntax and spelling etc. No "hey there" or other non-professional "text messaging" styles of written communication will be accepted.

Students can expect the instructor to respond to emails/postings/messages within 24 hours of receipt Monday through Friday. On the weekends, Saturday through Sunday, responses within 48 hours of receipt. The instructor will post announcements regarding unavailability when away and will respond within 48 hours.

Grades will be posted within 72 hours of the due date. If there is a delay in grading an announcement will be posted.

### **Late Work**

Working in the legal field involves meeting and abiding by deadlines. Therefore, all materials are due as stated on the Course Assignments by Mondays at 5:00pm EST/EDT, the BlazeVIEW server controls. Late work will not be accepted after the deadline.

If students are having technical difficulties, visit the D2L Help Center: [https://d2lhelp.view.usg.edu/knowledge.do?sysparm\\_document\\_key=kb\\_knowledge%2c89030b47a954f400c4d92c0a881dd478](https://d2lhelp.view.usg.edu/knowledge.do?sysparm_document_key=kb_knowledge%2c89030b47a954f400c4d92c0a881dd478) TOLL FREE 1-855-772-0423. Students should plan

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ahead and submit assignments early to avoid technical issues at the last minute. If students continue experiencing difficulties submitting work via BlazeVIEW, contact the professor prior to the assignment due date and time to discuss whether late work will be accepted.

**Academic Honor Code:**

Section I of the Student Code of Conduct, located in the Student Handbook, reads, "To avoid confusion concerning alleged incidents of academic dishonesty, under the normal process, a violation of Appendix A Section I of the Student Code of Conduct is handled academically, i.e. between the student and the professor. The most severe action that may be administered by a professor is a grade of 'F' in that particular course. This is an academic response and not a disciplinary recommendation.

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For a full copy of the Academic Honor Code see <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf#page=70> .

Further class policy includes: all work in this course must be the student's own individual effort. Students are not allowed to recycle work from another course and cannot have another student (or person, or website) do any of the student's assignments, assessments, and interactions (discussions). Assignments are to be original to this course and this term. If students are having problems with an assignment it is best to ask the instructor for help and not another student. These are all violations of the Academic Honor Code and the policies of this course.

First violation, the student will receive a zero for the assignment and a report of Academic Dishonesty filed with the Student Conduct Office (SCO). Upon the second violation, the student will receive an 'F' in the course and a second report filed with the SCO. Other sanctions may be issued by the SCO.

### Incompletes

A final grade of incomplete will not be given to a student simply to accommodate an inability to complete the required work in a timely manner during the semester. An incomplete will be given only under certain circumstances that are discussed and arranged in advance with the instructor or for circumstances that are beyond the student's control (e.g., incapacitating medical condition, injury beyond student's control). See the university policy on incompletes. <http://www.valdosta.edu/academic/RequestforIncomplete.shtml>

### Final comments

This course is very labor intensive, particularly since it is in an eight week format. It is important to keep up with the reading and online assignments and ask questions when the material is unclear. If there are questions please do not hesitate to ask and arrange a time to speak with the instructor. Let the professor know in advance of any difficulties that may influence the student's performance in this course.

<b>COURSE ASSIGNMENTS</b>		
<b>Subject to Change at Instructor's Discretion and with notice either in BlazeVIEW or by e-mail</b>		
<b>Week/Date</b>	<b>Topic</b>	<b>Assignment</b>
Module One	Course Syllabus The Anglo-Am. Legal System	Introduction Chapter 1 <b>Discussion Board and Chapter 1 Questions due by 5:00 pm EST on _____.</b>
Module Two	A Brief History of Medicine Health Reform, Access to Care....	Chapter 2 Chapter 3 <b>Discussion Board, Chapter 2 and 3 Questions due by</b>

		5:00 pm EST on _____.
Module Three	Contracts and Int. Torts Negligence	Chapter 4 Chapter 5 <b>Discussion Board, Chapter 4 and 5 Questions, ACA Reflection Paper due by 5:00 pm EST on</b> _____.
Module Four	Organ. and Manag. Of Corp. Liability of Healthcare Inst.	Chapter 6 Chapter 7 <b>Discussion Board, Chapter 6 and 7 Questions due by 5:00 pm EST on</b> _____.
Module Five	Medical Staff Privileges Health Information Manag.	Chapter 8 Chapter 9 <b>Discussion Board, Chapter 8 and 9 Questions, and Tort Reform Reflection Paper due by 5:00 pm EST on</b> _____.
Module Six	Emergency Care Consent for Treatment...	Chapter 10 Chapter 11 <b>Discussion Board, Chapter 10 and 11 Questions due by 5:00 pm EST on</b> _____.
Module Seven	Taxation of Healthcare Instit. Comp. and Antitrust Law	Chapter 12 Chapter 13 <b>Discussion Board, Chapter 12 and 13 Questions due by 5:00 pm EST on</b> _____.
Module Eight	Issues of Reproduction... Fraud Laws and Corp. Compl.	Chapter 14 Chapter 15 <b>Discussion Board, Chapter 14 and 15 Questions due by</b>

		5:00 pm EST on _____.
Reproductive Rights Reflection Paper due by 5:00pm EST on _____.		



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 01/25/2017 (mm/dd/yyyy)

**Department Initiating Request:**  
Political Science

**Faculty Member Requesting:**  
Kendra A. Hollern

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LEAS 4290

**Proposed New Course Title:**

Tort Law

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

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Every two years

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

**Lecture Hours:**

**Lab Hours:**

**Credit Hours: 3**

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) PREREQ: LEAS 1100. A basic study of the development of tort law in the United States. Emphasis is placed on law as it pertains to negligence, strict liability, and intentional torts. Current legal and ethical questions are examined.

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

Improving student learning outcomes: The course has been offered as a special topics course and adds to the curriculum.

Adopting current best practice(s) in field: This course fills a gap in the curriculum.

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. Course has been offered once as a Special Topics course with sufficient student enrollment.


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:		Date: 2/8/17
College/Division Exec. Comm.:	Connie Richards	Date: 2/15/17
Dean/Director:	Connie Richards	Date: 2/15/17
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**LEAS 4290  
TORT LAW**

**VALDOSTA STATE UNIVERSITY**

**Credit Hours:** 3

**Prerequisite:** LEAS 1100

**Instructor:**

**Phone:**

**Office hours:**

**Office Location:**

**E-Mail:**

**Class:**

**Text** Bevens, Neal R. (2013) Tort Law for Paralegals, Wolters Kluwer, Fifth Edition, ISBN 978-1-4548-5219-3

**TEXT IS REQUIRED.**

**Course Description:**

A basic study of the development of tort law in the United States. Emphasis is placed on law as it pertains to negligence, strict liability, and intentional torts. Current legal and ethical questions are examined.

**Learning Objectives:**

1. Demonstrate an understanding of how to conduct legal research and apply it in a form and manner that will enable them to support the legal system;
2. Be able to comprehend and make informed decisions regarding the ethical dilemmas of their profession;
3. Demonstrate an understanding of the American legal system in the manner necessary to enable them to function within the system and support its mission of service to society.
4. Describe and exhibit an understanding of the legal doctrines of intentional torts, negligence, and strict liability.

**Class Preparation:**

In order to achieve the learning objectives for this course, students should understand and comprehend the assigned readings, PowerPoint slides provided as a study aid, participation in class discussions and other preparatory assignments. In order to get the most out of class time, students are expected to have read the assigned material and to complete any specific assignments for the assigned week.

**Student Protocol:**

Students are expected to conduct themselves in a professional and appropriate manner while in this course. Disparaging and/or discriminatory and/or harassing/threatening comments will not be tolerated in the discussion board postings or any communications with fellow students or the instructor. Valdosta State University's Non-Academic Conduct Code will control such

behavior. See <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf#page=70> .

**Access Statement:**

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

**Title IX Statement:**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Grading and Evaluation:**

Student's grades will be assessed based on the points below.

Discussion Board postings (25 at 4 points each)	100 points max
Chapter Application Questions (14 at 30 points each)	420 points max
Final Project	300 points max

There are a total of 820 points in this course.

Course grade = your earned points/820 = percentage applied to letter grade table below:

**Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

**Assignments:**

All assignments are due on Mondays by 5:00pm EST/EDT. BlazeVIEW server controls time.

**Turnitin**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see <https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>

Instructions on how to submit using this tool for any written assignments will be given on BlazeVIEW with the appropriate assignments. The instructor reserves the right to use Turnitin on discussion board postings if determined the work is not the student's own.

### **Discussion Board Postings:**

This is an online course, however, an educational program centered on classroom instruction is predicated on the concept of class attendance at scheduled class sessions. Faculty is required to keep attendance records for compliance with various federal regulations. Student absences can have a deleterious effect on the student's grades or the continuing eligibility for financial assistance.

In order to track attendance there will be weekly discussion board postings. Each week students will have instructions on the postings for the course in our class discussion board. The instructions may include a minimum number of postings expected for the week. Students are required to read all of the other student's postings as well. The postings will count for 100 points.

For the discussion board postings, each week's postings will be assessed on a four-point scale:

4 points: The posting(s) integrate multiple viewpoints and weaves both class readings and other participant's postings into their discussion of the subject.

3 points: The posting(s) builds upon the ideas of another participant or two, and digs deeper into the question(s) posed by the instructor.

2 points: A single posting that does not interact with or incorporate the ideas of other participants' comments OR posting(s) that do not elicit further discussion ("Good job" or "I agree" type of postings).

1 point: A simple "me too" comment that neither expands the conversation nor demonstrates any degree of reflection by the student.

0 points: No comment or completely inappropriate posting (in other words has nothing to do with the question asked).

### **Assessments (See Course Assignments for due dates)**

This semester there will be no exams...but projects designed to illustrate the lecture materials. Students will need to keep on top of the schedule and this is designed to be an exercise in critical thinking and time management. This should be a way for the students to illustrate their understanding and application of the course materials. This may seem lot a great deal of work, but should take the same amount of time as studying for and taking exams.

### **Weekly Chapter Questions**

Each week the student will be required to complete a series of questions from each chapter that will illustrate their understanding and application of the course materials. Assignments are designed to prepare students for their final projects. These assignments are to be a reflection of the student's own effort. The questions will be worth a maximum of 30 points per Chapter (14) for a total of 420 points.

### **Final Project**

During Module Seven the students will be given individual client fact patterns. It will be up to the students, based on their facts, to pick and fill out the appropriate documents for their individual clients. This will be a comprehensive example of everything the student has learned throughout the semester. This final project will be worth a maximum of 300 points. More information to come.

### **Communications and Grading**

All communications in this course (including discussion board postings) are required to be composed in a professional format using names and proper salutations, grammar, syntax and spelling etc. No "hey there" or other non-professional "text messaging" styles of written communication will be accepted.

Students can expect the instructor to respond to emails/postings/messages within 24 hours of receipt Monday through Friday. On the weekends, Saturday through Sunday, responses within 48 hours of receipt. The instructor will post announcements regarding unavailability when away and will respond within 48 hours.

Grades will be posted within 72 hours of the due date. If there is a delay in grading an announcement will be posted.

### **Late Work**

Working in the legal field involves meeting and abiding by deadlines. Therefore, all materials are due as stated on the Course Assignments by Mondays at 5:00pm EST/EDT, the BlazeVIEW server controls. Late work will not be accepted after the deadline.

If students are having technical difficulties, visit the D2L Help Center: [https://d2lhelp.view.usg.edu/knowledge.do?sysparm\\_document\\_key=kb\\_knowledge%2c89030b47a954f400c4d92c0a881dd478](https://d2lhelp.view.usg.edu/knowledge.do?sysparm_document_key=kb_knowledge%2c89030b47a954f400c4d92c0a881dd478) TOLL FREE 1-855-772-0423. Students should plan ahead and submit assignments early to avoid technical issues at the last minute. If students continue experiencing difficulties submitting work via BlazeVIEW, contact the professor prior to the assignment due date and time to discuss whether late work will be accepted.

### **Academic Honor Code:**

Section I of the Student Code of Conduct, located in the Student Handbook, reads, "To avoid confusion concerning alleged incidents of academic dishonesty, under the normal process, a violation of Appendix A Section I of the Student Code of Conduct is handled academically, i.e. between the student and the professor. The most severe action that may be administered by a professor is a grade of 'F' in that particular course. This is an academic response and not a disciplinary recommendation.

Valdosta State University policy is that a violation of Section I may and should be handled by the professor, the student, and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in a course.

If a stronger sanction is desired, or if an agreement cannot be reached between the above parties concerning the incident, the matter may be referred to the Dean of Students Office. In such cases where a student may continue to violate Section I after having been warned or sanctioned by one or more professors he or she may then be referred to the Dean of Students Office where official charges may be drawn up and the student subjected to the established VSU disciplinary process.

The following are typical academic dishonesty violations, but they are not to be considered all-inclusive:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged."

For a full copy of the Academic Honor Code see <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/documents/student-handbook.pdf#page=70>.

Further class policy includes: all work in this course must be the student's own individual effort. Students are not allowed to recycle work from another course and cannot have another student (or person, or website) do any of the student's assignments, assessments, and interactions (discussions). Assignments are to be original to this course and this term. If students are having problems with an assignment it is best to ask the instructor for help and not another student. These are all violations of the Academic Honor Code and the policies of this course.

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### Incompletes

A final grade of incomplete will not be given to a student simply to accommodate an inability to complete the required work in a timely manner during the semester. An incomplete will be given only under certain circumstances that are discussed and arranged in advance with the instructor or for circumstances that are beyond the student's control (e.g., incapacitating medical condition, injury beyond student's control). See the university policy on incompletes. <http://www.valdosta.edu/academic/RequestforIncomplete.shtml>

### Final comments

This course is very labor intensive, particularly since it is in an eight week format. It is important to keep up with the reading and online assignments and ask questions when the material is unclear. If there are questions please do not hesitate to ask and arrange a time to speak with the instructor. Let the professor know in advance of any difficulties that may influence the student's performance in this course.

<b>COURSE ASSIGNMENTS</b>		
<b>Subject to Change at Instructor's Discretion and with notice either in BlazeVIEW or by e-mail</b>		
<b>Week/Date</b>	<b>Topic</b>	<b>Assignment</b>
Module One	Course Syllabus An Introduction to Tort Law	Introduction Chapter 1 <b>Discussion Board and Chapter 1 Questions due by 5:00 pm EDT on _____.</b>
Module Two	Intentional Torts Defenses to Intentional Torts	Chapter 2 Chapter 3 <b>Discussion Board, Chapter 2 and 3 Questions due by 5:00 pm EDT on _____.</b>
Module Three	Introduction to Negligence Duty	Chapter 4 Chapter 5 <b>Discussion Board, Chapter 4 and 5 Questions due by 5:00 pm EDT on _____.</b>

Module Four	Breach of Duty Proximate Cause	Chapter 6 Chapter 7 <b>Discussion Board, Chapter 6 and 7 Questions due by 5:00 pm EDT on _____.</b>
Module Five	Damages Defenses to Negligence	Chapter 8 Chapter 9 <b>Discussion Board, Chapter 8 and 9 Questions due by 5:00 pm EDT on _____.</b>
Module Six	Strict/Product Liability Defamation	Chapter 10 Chapter 11 <b>Discussion Board, Chapter 10 and 11 Questions due by 5:00 pm EDT on _____.</b>
Module Seven	Malpractice Insurance	Chapter 12 Chapter 13 <b>Discussion Board, Chapter 12 and 13 Questions due by 5:00 pm EDT on _____.</b>
Module Eight	Fraud, Misrepresentation, and Business Torts	Chapter 14  <b>Discussion Board and Chapter 14 Questions due by 5:00 pm EDT on _____.</b>
<b>Final Project due by 5:00pm EDT on _____.</b> <b>(Finals Period)</b>		

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# 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

<b>Current Catalog Page Number:</b>	<b>Proposed Effective Date for Curriculum Change:</b> (Month/Year): August 2017	<b>Degree &amp; Program Name:</b> (e.g., BFA, Art): BA, English
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<b>Present Requirements:</b>	<b>Proposed Requirements (Underline changes after printing this form):</b>
<b>Journalism Track-Newspaper Emphasis</b>	<b>Journalism and Editing Track</b>
<b>ENGL 3110</b> <b>British Literature I      3</b> or ENGL 3120 <b>British Literature II</b> <b>ENGL 3210</b> <b>American Literature I   3</b> or ENGL 3215 <b>American Literature II</b> <b>JOUR 3080</b> <b>Editing for Publications      3</b> <b>JOUR 3510</b> <b>News Writing      3</b> <b>JOUR 3540</b> <b>The Law and Journalism      3</b> <b>JOUR 3570</b> <b>Photojournalism      3</b> <b>JOUR 4500</b> <b>Document Design      3</b> <b>CWCL 3400</b> <b>Introduction to Creative Writing      3</b> <b>JOUR 3520</b> <b>Essential Reporting Skills 7      1-2</b> <b>JOUR 2500</b> <b>Journalism Newspaper Seminar      3</b> or JOUR 4800 <b>Internship in Journalism</b> <b>JOUR 4510</b> <b>Feature Writing      3</b> or JOUR 4540 <b>Journalism in the Digital Age</b> <b>JOUR 4520</b> <b>Literary Journalism      3</b> or JOUR 4560 <b>The Converged Newsroom</b> <b>JOUR 4550</b> <b>Reporting      3</b> <b>ENGL 4900</b>	<b>Required Courses      Total Hours: 18</b> <u>ENGL 3110 British Literature I      3</u> or ENGL 3120 British Literature II <u>ENGL 3210 American Literature I      3</u> or ENGL 3215 American Literature II <u>JOUR 3080 Editing for Publications      3</u> <u>JOUR 3510 News Writing      3</u> <u>JOUR 4500 Document Design      3</u> <u>ENGL 4900 Senior Seminar      3</u>  <b>Choose one of the following paths:</b>  <b>News Path      Total Hours: 41-42</b> <u>JOUR 3540 The Law and Journalism      3</u> <u>JOUR 3570 Photojournalism      3</u> <u>ENGL 3400 Introduction to Creative Writing 3</u> <u>JOUR 3520 Essential Reporting Skills      1-2</u> <u>JOUR 2500 Journalism News Seminar      3</u> or JOUR 4800 Internship in Journalism <u>JOUR 4510 Feature Writing      3</u> or JOUR 4540 Journalism in the Digital Age <u>JOUR 4520 Literary Journalism      3</u> or ENGL 4570 Sportswriting <u>JOUR 4550 Reporting      3</u> Upper division electives (3000+ outside of ENGL or JOUR)      6 <u>General Electives      13</u>  <b>Magazine Path      Total Hours: 41-42</b> <u>JOUR 3540 The Law and Journalism      3</u> <u>JOUR 3570 Photojournalism      3</u> <u>ENGL 3400 Introduction to Creative Writing 3</u> <u>JOUR 3520 Essential Reporting Skills      1-2</u> <u>JOUR 2500 Journalism News Seminar      3</u> or JOUR 4800 Internship in Journalism <u>JOUR 4510 Feature Writing      3</u>

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<p><b>Senior Seminar</b> 3  <b>Minor and/or elective courses 19-20</b></p> <p><b>Journalism Track-Magazine Emphasis</b></p> <p><b>ENGL 3110</b>  <b>British Literature I</b> 3  or ENGL 3120  <b>British Literature II</b>  <b>ENGL 3210</b>  <b>American Literature I</b> 3  or ENGL 3215  <b>American Literature II</b>  <b>JOUR 3080</b>  <b>Editing for Publications</b> 3  <b>JOUR 3510</b>  <b>News Writing</b> 3  <b>JOUR 3540</b>  <b>The Law and Journalism</b> 3  <b>JOUR 3570</b>  <b>Photojournalism</b> 3  <b>JOUR 4500</b>  <b>Document Design</b> 3  <b>CWCL 3400</b>  <b>Introduction to Creative Writing</b> 3  <b>JOUR 3520</b>  <b>Essential Reporting Skills</b> 9 1-2  <b>JOUR 2500</b>  <b>Journalism Newspaper Seminar</b> 3  or JOUR 4800  <b>Internship in Journalism</b>  <b>JOUR 4510</b>  <b>Feature Writing</b> 3  or JOUR 4560  <b>The Converged Newsroom</b>  <b>JOUR 4520</b>  <b>Literary Journalism</b> 3  or CWCL 3420  <b>Introduction to Creative Non-Fiction</b>  <b>JOUR 3560</b>  <b>Contemporary American Magazines</b> 3  <b>ENGL 4900</b>  <b>Senior Seminar</b> 3  <b>Minor and/or elective courses 10 19-20</b></p>	<p>or JOUR 4570 Sportswriting  <b>JOUR 4520 Literary Journalism</b> 3  or ENGL 4480 Advanced Creative Non-Fiction  <b>JOUR 3560 Contemporary American Magazines</b> 3  <b>Upper division electives (3000+ outside of ENGL or JOUR)</b> 6  <u>General Electives</u> 13</p> <p><b>Editing Path</b> <span style="float: right;"><u>Total Hours: 42</u></span>  <b>ENGL 3000 Advanced Grammar</b> 3  <b>JOUR 3560 Contemporary American Magazine</b> 3  <b>ENGL 3400 Introduction to Creative Writing</b> 3  or ENGL 4480 Advanced Creative Non-Fiction  <b>ENGL 3010 Professional Writing</b> 3  or ENGL 4630 Advanced Professional Writing  <b>ENGL 4800 Internship in English</b> 8  or ENGL 2500 Contemporary Literary Magazines  or JOUR 2500 Journalism News Seminar  or JOUR 2510 Journalism Magazine Seminar  or ENGL 4700 Directed Study (Omnino)  (students must work on at least two different publications)  <b>ENGL 4640 Studies in Composition Theory</b> 3  <b>Upper division electives (3000+ outside of ENGL or JOUR)</b> 6  <u>General Electives</u> 13</p> <p><u>Total Hours: 59-60</u></p>
<p><b>Justification:</b></p> <p>Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improve student learning outcomes:</p>	

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- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: In order to add more flexibility for scheduling and address classes with low enrollment, the English department decided to combine the News Track and Magazine Track into one checklist called "Journalism and Editing." This checklist shares a series of required courses and branches out into three paths for more specialized study in news, magazine, and editing.

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

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

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

**Data Sources:**

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

**Approvals:**

Department Head:	<i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date: <i>2/15/17</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date: <i>2/15/17</i>
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): August 2017

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

**Present Requirements:**

**Literature and Language Track**

**Courses required for the Major**

ENGL 3110 British Literature I      3  
 ENGL 3120 British Literature II      3  
 ENGL 3210 American Literature I      3  
 ENGL 3215 American Literature II      3  
 ENGL 3060 Literary Research and Writing  
 (prerequisite or corequisite to all 4000-level  
 courses)      3  
 Select one British period course from the  
 following:      3  
 ENGL 4110 Studies in British Literature to 1500  
 ENGL 4120 Studies in British Literature 1500-  
 1660  
 ENGL 4130 Studies in British Literature 1660-  
 1800  
 ENGL 4140 Studies in British Literature: The  
 Romantics  
 ENGL 4145 Studies in British Literature: The  
 Victorians  
 ENGL 4150 Studies in British Literature 1910-  
 1968  
 ENGL 4160 Studies in British Literature since  
 1968  
 Select one American period course from the  
 following:      3  
 ENGL 4210 Studies in American Literature to  
 1800  
 ENGL 4220 Studies in American Literature  
 1800-1865  
 ENGL 4230 Studies in American Literature  
 1865-1914  
 ENGL 4240 Studies in American Literature  
 1914-1945  
 ENGL 4250 Studies in American Literature  
 since 1945  
 Select one critical focus course from the  
 following:      3  
 ENGL 4310

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

Literature, Language, and Letters

<u>Required Courses</u>	<u>Total Hours: 27</u>
ENGL 3060 Intro to Criticism and Research	3
<u>ENGL 3110 British Literature I</u>	<u>3</u>
<u>ENGL 3120 British Literature II</u>	<u>3</u>
<u>ENGL 3210 American Literature I</u>	<u>3</u>
<u>ENGL 3215 American Literature II</u>	<u>3</u>
<u>ENGL 3400 Intro to Creative Writing</u>	<u>3</u>
<u>ENGL 4900 Senior Seminar</u>	<u>3</u>

Writing-based course:      3  
ENGL 3010, 3020, 3030, 4600, 4610, 4620, 4630,  
4640, or any course at the 3000 or 4000 level  
with a IOUR, or LING prefix.

Diversity Requirement:      3  
ENGL 3340 Topics in Diversity Literature  
LING 4160 Language in Society  
Or any course at the 3000 or 4000 level with a  
AFAM or WGST prefix.

<u>Literature Path:</u>	<u>Total Hours: 33</u>
<u>Select one British period course from the</u>	
<u>following:</u>	<u>3</u>
<u>ENGL 4110 Studies in British Literature to 1500</u>	
<u>ENGL 4120 Studies in British Literature 1500-</u>	
<u>1660</u>	
<u>ENGL 4130 Studies in British Literature 1660-</u>	
<u>1800</u>	
<u>ENGL 4140 Studies in British Literature: The</u>	
<u>Romantics</u>	
<u>ENGL 4145 Studies in British Literature: The</u>	
<u>Victorians</u>	
<u>ENGL 4150 Studies in British Literature 1910-</u>	
<u>1968</u>	
<u>ENGL 4160 Studies in British Literature since</u>	
<u>1968</u>	

<b>Studies in Major Writers</b> <b>ENGL 4320</b> <b>Studies in Poetry</b> <b>ENGL 4330</b> <b>Studies in Narrative</b> <b>ENGL 4340</b> <b>Studies in Drama</b> <b>ENGL 4350 Studies in Criticism/Theory</b> <b>Electives 12</b> <b>ENGL 4900 Senior Seminar 3</b> <b>Minor and/or Elective Courses 21</b>	<u>Select one American period course from the following: 3</u> <u>ENGL 4210 Studies in American Literature to 1800</u> <u>ENGL 4220 Studies in American Literature 1800-1865</u> <u>ENGL 4230 Studies in American Literature 1865-1914</u> <u>ENGL 4240 Studies in American Literature 1914-1945</u> <u>ENGL 4250 Studies in American Literature since 1945</u>
<b>Creative Writing and Contemporary Literature Track</b>  <b>Courses Required for the Major</b> <b>ENGL 3110 &amp; ENGL 3120 British Literature I and British Literature II 6</b> <b>ENGL 3210 American Literature I or ENGL 3215 American Literature II 3</b> <b>ENGL 3060 Literary Research and Writing 3</b> <b>ENGL 4150 Studies in British Literature 1910-1968 or ENGL 4160 Studies in British Literature since 1968 3</b> <b>ENGL 4240 Studies in American Literature 1914-1945 or ENGL 4250 Studies in American Literature since 1945 3</b> <b>One 4000-level ENGL course 3</b> <b>CWCL 2500 Contemporary Literary Magazines: Revision, Editing, and Production 1</b> <b>CWCL 3400 Introduction to Creative Writing 3</b> <b>One three-course CWCL sequence 9</b> <b>CWCL 3440 Poetry Writing &amp; CWCL 4440 Advanced Poetry Writing &amp; CWCL 4410 Contemporary Poetics: Form and Theory</b>  <b>CWCL 3460 Fiction Writing &amp; CWCL 4460 Advanced Fiction Writing &amp; CWCL 4420 Contemporary Narrative: Form and Theory</b>  <b>CWCL 3420 Introduction to Creative Non-Fiction &amp; CWCL 4430 Contemporary Creative Non-Fiction: Form and Theory &amp; JOUR 4520 Literary Journalism</b>  <b>or JOUR 3560 Contemporary American Magazines</b> <b>ENGL 4900 Senior Seminar 3</b>	<u>Select one critical focus course from the following: 3</u> <u>ENGL 4310 Studies in Major Writers</u> <u>ENGL 4320 Studies in Poetry</u> <u>ENGL 4330 Studies in Narrative</u> <u>ENGL 4340 Studies in Drama</u> <u>ENGL 4350 Studies in Criticism/Theory</u>  <u>Select one 4000 level ENGL course 3</u>  <u>Minor and/or Elective Courses 21</u> <u>(Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of ENGL)</u>  <b>Creative Writing Path: Total Hours 32-33</b>  <u>Select two of the following: 6</u> <u>ENGL 4440 Advanced Poetry Writing</u> <u>ENGL 4460 Advanced Fiction Writing</u> <u>ENGL 4480 Advanced Creative Nonfiction</u>  <u>Select one of the following: 1</u> <u>ENGL 2500 or JOUR 2510</u>  <u>ENGL 4470 Genre Form and Theory 3</u>  <u>Select one of the following: 3</u> <u>ENGL 4150 Studies in British Literature 1910-1968</u> <u>ENGL 4160 Studies in British Literature since 1968</u> <u>ENGL 4240 Studies in American Literature 1914-1945</u> <u>ENGL 4250 Studies in American Literature since 1945</u>

<p><b>Minor and/or elective courses 19-20</b></p>	<p><u>Minor and/or elective courses</u> <u>19-20</u>  <u>(Must include at least 6 hours of courses</u>  <u>numbered 3000 or above in a single discipline</u>  <u>outside of ENGL)</u></p> <p><u>Total Hours: 59-60</u></p>
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**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: In order to add more flexibility for scheduling and address classes with low enrollment, the English department decided to combine the Literature and Language Track and the Creative Writing Track into one checklist called "Literature, Language, and Letters." The checklist shares a series of required courses and branches out into paths for more specialized study in literature and creative writing.

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

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



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

**Data Sources:**

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

**Approvals:**

Department Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>2/15/17</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

57a

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** 9/30/2016

**Department Initiating Deactivation:**  
English

**Semester & Year to be Effective:**  
08/2017

**List of courses (or the program or track) to be deactivated:** Professional Writing Track

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The Professional Writing Track for the BA in English was not attracting a sufficient number of majors. The department decided to deactivate the face-to-face version of the program and replace it with an Online Writing Certificate. This certificate will be awarded to students who take the required classes in online and traditional formats.

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

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

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

## MINOR NOTIFICATION FORM

**Institution:** Valdosta State University

**College/Division:** College of Arts and Sciences

**Department:** English

**Title of Minor:** English Studies

**Total Credit Hours for Completion:** 15

**Approved by:** \_\_\_\_\_  
Vice President for Academic Affairs/Provost



	Total Hours: 15
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**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: By covering each of the English department's areas of strength in literature, creative writing, journalism, and professional writing, this new minor fills a gap in the current more specialized offerings. This minor will especially appeal to students who desire a broad array of courses for future work in teaching.

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

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

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

**Data Sources:**

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

**Approvals:**

Department Head:	<i>Donna N. Sewell</i>	Date:	<i>2-1-17</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>2/15/17</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>2/15/17</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

## CERTIFICATE NOTIFICATION FORM

**Institution: Valdosta State University**

**College/Division: College of Arts and Sciences**

**Department: English**

**Name of Certificate: On-line Writing Certificate**

**CIP Code: 23**

**Certificate Acronym: CER0**

*(Note: CER0 -- undergraduate certificates of less than 30 hours; CER1 -- undergraduate certificates greater than 30 hours; CERG -- post-bachelor's [graduate] certificates; CERM -- post-master's certificates, CERP -- post-first professional certificates).*

**Number of Credit Hours of Core Curriculum Courses: 0**

**Total Credit Hours for Certificate Completion: 15**

**Start Date: 08/2017**

**Approved by:** \_\_\_\_\_  
**Vice President for Academic Affairs/Provost**



# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 08/2017

**Degree & Program Name:**  
(e.g., BFA, Art): Certificate, English

**Present Requirements:**

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

Online Writing Certificate

ENGL 3010 Professional Writing      3  
ENGL 4630 Advanced Professional Writing      3  
JOUR 4500 Document Design      3  
JOUR 3080 Editing      3

Select one of the following:      3  
LING 4160 Language in Society  
ENGL 3400 Introduction to Creative Writing  
JOUR 4510 Feature Writing

Total Hours:      15

**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: This certificate will attract a large group of non-traditional students interested in improving their writing skills. We expect that this certificate will also appeal to businesses that want to improve the writing skills of their employees.

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. We are deactivating the Professional Writing Track of the English major to support this more inclusive certificate option.

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

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

**Data Sources:**

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

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

**Approvals:**

Department Head: *Donna N. Sewell* Date: *2-1-17*

College/Division Exec. Committee: *Cyrine Richards* Date: *2/15/17*

Dean(s)/Director(s): *Cyrine Richards* Date: *2/15/17*

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

Graduate Dean:  
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 08/30/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
English

**Faculty Member Requesting:**  
Ubaraj Katawal

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 3340

**Proposed New Course Title:**  
Topics in Diversity

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Topics in Diversity

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per semester

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of literature focusing on key figures and themes related to diversity.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This course will fulfill the English major's new upper-division diversity requirement. This requirement is intended to expose students to a range of perspectives that will enhance their cultural understanding and critical thinking at a global level. The content of the course will be determined by the instructor's specialization, and thus provide an array of different approaches to diversity.
- 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: Donna M. Sewell	Date: 2-1-17
College/Division Exec. Comm.: Connie Richards	Date: 2/15/17
Dean/Director: Connie Richards	Date: 2/15/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**ENGL 3340**  
*Postcolonial Fiction and Film*

**Instructor:**  
**Office:**  
**Office Hours:**  
**Office Phone:**  
**Email:**

**Course Description**

In this course, you will hone your critical thinking, writing, and speaking skills by examining postcolonial fictions and films. We will discuss how people live and interact with other peoples, especially with those who come from other class, race, gender and/or religion, and how postcolonial writers and intellectuals respond to different forms of human relations. We will attempt to answer questions such as: What are the challenges and possibilities in intercultural, inter-racial, and even inter-generational relationships? How would one be more able to build communities among unlikely associates? What are the dynamics involving the use of violence as a means to achieve social and political emancipation? How do the subaltern speak? Can they even speak? How do we make of the ways in which "othered" peoples are represented in literary works and films? And so on. While analyzing key terms and concepts in postcolonial studies, such as "double colonization," "exilic consciousness," "Manicheanism," "mimicry," "subaltern," "post-nationalism," and "syncretism," we will examine intersections of race, class, gender, and ethnicity in order to map postcolonial human relationships. In the process, we will explore violence and why it continues to haunt postcolonial nations. So, on one side we will examine the processes through which notions of progress and civilization, for example, become naturalized, and how such naturalization of constructed ideas creates divides among peoples and nations. On the other side, we will investigate resistance strategies to such naturalization as a way of rethinking alternative forms of solidarities. The course then hopes not only to complicate capitalist terms of human relations in postcolonial contexts, but it will also call into question traditional institutions such as patriarchy.

**Learning Objectives:**

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

- 1) Interpret fiction and film in a transnational framework using relevant literary terms and concepts (English Major Outcomes 1);
- 2) Demonstrate a critical awareness of students' own reactions to literary works and films;
- 3) Develop a keener and more adequate understanding of the other peoples and cultures (English Major Outcomes 1); and
- 4) Write and speak with clarity, precision, and sophistication (English Major Outcomes 2).

**Required Texts and Materials:**

Hamid, Mohsin. *The Reluctant Fundamentalist*. New York: Harcourt, Inc, 2007.  
 Lahiri, Jhumpa. *Interpreter of Maladies*. Boston: Houghton Mifflin, 1999.  
 Naipaul, V.S. *A Bend in the River*. 1979. New York: Vintage International, 1989.  
 Ngugi wa Thiong'o. *Devil on the Cross*. London: Heinemann, 1982.  
 Rushdie, Salman. *Haroun and the Sea of Stories*. London: Granta Books, 1990.

Additional readings will be posted on BlazeView. Some articles will be downloadable from the JSTOR database. And there will be screenings in class.

### Evaluation (total of 1000 points)

Assignment	Total Points (Percent of the Final Grade)
Short Paper	200 (30%)
Final Paper (One)	360 (28%)
Summaries and Responses (Seven)	140 (14%)
Quizzes (Five)	100 (10%)
Group Report	100 (10%)
Attendance and Participation	100 (10%)

#### Short Paper (500-700 words):

For this assignment, you will pick out a character or theme from a novel or film and provide a critical analysis by using terms and concepts in postcolonial studies. The essay must consist of a clearly stated and focused argument, ample quotations from the primary text, and a good flow. You must use at least three reliable secondary sources (two of which must be scholarly sources) which must be properly cited and documented following the MLA Style. The essay must be typed and submitted to the "Dropbox" on BlazeView. I will discuss the grading rubric and other expectations in class.

#### Final Paper:

For your final project, you will choose a novel and focus on a theme, which you will examine utilizing terms and concepts in postcolonial studies. The paper has to demonstrate a substantive research done on the work by integrating at least four scholarly articles that are focused specifically on the topic or theme that you are examining. This being an argumentative paper, you must have an identifiable argument that critically responds to existing criticism on the novel. Of course, it should have a flow, and must strictly follow the MLA Style of citation and documentation. Ample textual evidence will also be required. The length is 7-10 pages (double-spaced throughout), excluding the Works Cited page.

#### Summaries and Responses:

There will be seven one-page summary or response papers. If it is a summary, you will summarize the article stating its thesis, main points, and key terms and concepts used. If it is a response, you will need to state the part of the film that struck you the most, or the character that stood out to you, or the scene or episode that seemed significant to you. You should explain the

reasons. The responses must be turned in on or before the due date. **Late submissions will not be accepted for grading.**

Quizzes:

There will be five multiple-choice quizzes in total; each will have 10 questions. Each correct answer will give you 2 points. For example, if you answer 8 questions correctly, you will receive 16 points. On the quiz day, I will hand out questions, and you will circle the correct answer to each question. I will post your score on BlazeView after a few days. Quizzes may not be made up because of absence or tardiness. Only proof of extreme circumstances will warrant a make-up quiz.

Group Reports:

You will work in a group for a PowerPoint presentation about a country, focusing on its demography, culture, languages, its political history, and its border relations with neighboring countries. Potential countries will include: India, Pakistan, Kenya, and Congo.

• **More information at the end of the syllabus.**

Attendance and Participation:

Students should come to class with preparation. In every class period, we will engage in class discussions, so **it is important that you read the assigned materials and come with questions and comments.** Equally important is to listen to what others have to say, and contribute to the conversation respectfully. In addition, please come to class on time, and avoid exiting and entering during the class time.

You can miss three classes without penalty. Each additional absence will reduce your attendance and participation grade by 5 points. If you miss more than nine classes in total, you will receive 0 (zero) for attendance and participation. If you miss twelve or more classes in total, YOU WILL RECERIVE AN "F" for the course. Be advised that tardiness, leaving early, or sleeping or texting during the class time will result in you being marked down as absent for the day. I won't be tested on this policy later, so consider dropping if you don't think you can meet these requirements. For family/medical emergencies, contact Student Affairs (333-5941), who will then notify your profs. of the situation.

**Course Grading Scale:** *1000 points total*

A	930-1000 points
A-	900-929 points
B+	870-899 points
B	830-869 points
B-	800-829 points
C+	770-799 points
C	730-769 points
C-	700-729 points
D	600-699 points
F	599-0 points

**Academic Integrity/Plagiarism**



Using others' ideas as yours or submitting your own work multiple times without instructor's permission will result in you getting an F for the course. For detailed information on VSU's Academic Honesty Policies and Procedures, please check <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>.

### **Civility**

Students are expected to be civil. The following is not an exhaustive list of requirements for civil behavior: do not engage in educationally disruptive behavior or language; turn off cell phones and pagers; refrain from eating, sleeping, reading extraneous material, and browsing the Internet or checking email in computer classrooms; do not arrive late or leave early without permission. Disruptive students may be asked to leave the classroom and may not be permitted to return to the course.

### **Late Work Policy**

All assignments must be submitted on or before due dates in order to receive a grade. I will deduct 10% of the grade for each day that you are late for up to three days. I will not accept the assignment submitted more than three days later. That being said, there is no extension or make up for the final exam. If you are going to miss a due date, you must let the instructor know at least a week in advance. Again, I will not be lenient on this policy, so consider dropping if you cannot meet these requirements.

### **Technology**

**Before entering the class, make sure that you've TURNED OFF your cell phone.** Computers and other technological devices may not be used unless permitted by the instructor to use when they are necessary.

### **Title IX Statement**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **Access Statement**

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

**Success Portal:**

This course will use **Success Portal** to report your progress, of lack thereof, in the course, so that your mentors and advisors know where you stand. Success Portal is a BlazeView portal in which faculty can view and update your current academic standing.

**Schedule—Schedule is tentative and open to change at the instructor's discretion.**

**Weeks 1-3: MOVEMENTS AND MIGRATIONS**

**January, Monday 12: Introduction to the course.**

**W 14:** Lahiri, *Interpreter of Maladies* ("Mrs. Sen's" pp. 111-135)

**Note:** All the readings assigned for the day must be done prior to the class time.

- **As you read, think of the following questions:** Why does Mrs. Sen feel lonely? What would help her adjust more easily in her new "home."?

**F 16:** Lahiri, "This Blessed House" (pp. 136-157)

- Discussion Questions: How do you describe the relationship between Sanjeev and Twinkle as a couple? Would their marriage last? Why/Why not?

**M 19: No Class (Martin Luther King Day)**

**W 21:** Edward Said, "Movements and Migrations" on BlazeView.

- Questions: According to Said, what are the defining characteristics of our contemporary world? What does he suggest readers do in the face of hardships brought about by exclusionary national and imperial policies?

**F 23:** Lahiri, "The Third and the Final Continent" (pp. 173-198)

- Questions: How do you characterize the relationship between the narrator and Mrs. Croft? What makes this kind of relationship possible? How does the narrator fit into the kind of exilic consciousness that Said talks about in his essay?

**M 26:** Screening of *Namesake* (2006), dir. by Mira Nair in class. As we will not be able to finish the whole movie in class, you will have to watch the rest outside of class. • Remember that you will have a one-page response due Wednesday. The response paper has to address the movie *Namesake*, in which you pick out characters, episodes, and/or scenes and explain why they struck you the most. What parallels do you see between the movie and one or more of Lahiri's stories that you have read?

**W 28:** Lahiri, "Interpreter of Maladies" (pp. 43-69)

- Questions: How do you characterize Mrs. Das, Mr. Das, and Mr. Kapasi? What is Lahiri's point in the story about cross-cultural encounters?

**Assignment Due:** One-page (double-spaced) response paper on *Namesake*.

**F 30:** Lahiri, "The Treatment of Bibi Halдар" (pp. 158-172)

- Questions: What does Bibi suffer from? Why do her relatives shun her? How does she find the cure at the end? What does the story tell us about the position of women in a traditional society?

**Quiz 1** over Lahiri's stories.

**Look ahead:** You will have one-page summary on Said's "Discrepant Experiences" due in class on Monday next week. Make sure that your summary includes important points Said makes regarding global power relations. The summary must be written in your own words, and should flow well. Check the "Summaries and Responses" section above for more details.

### Weeks 4-6: NEOCOLONIALISM, NATIONALISM, VIOLENCE

**February, Monday 02:** Edward Said, "Discrepant Experiences" on BlazeView

- Questions: How do literary works legitimize dominant narratives of national and cultural identities, according to Said? Are you familiar with Rudyard Kipling's novel, *Kim*? For what purposes does Said invoke Kipling in the essay?
- **Assignment Due:** One-page summary of Said's "Discrepant Experiences"

**W 04:** Naipaul, *A Bend in the River* (pp. 3-84)

- Questions: How does Salim feel being at the heart of Africa? What is he doing there? How does he view the Africans in the town such as Ferdinand? How does he view European expatriates such as Father Huismans?

**F 06:** *A Bend in the River* (pp. 85-155)

- Questions: How do you describe Indar, Raymond and Yvette as characters? What is each character looking for in life?

**M 09:** *A Bend in the River* (pp. 156-208)

**Group Report 1:** Democratic Republic of the Congo

**W 11:** *A Bend in the River* (pp. 208-245)

**F 13:** *A Bend in the River* (pp. 247-End)

**M 16:** Ranu Samantrai, "Claiming the Burden: Naipaul's Africa" from JSTOR.

**Look ahead:** You will have Short Paper 1 due Monday, March 16.

**W 18:** Screening of *Mississippi Masala* (1991), dir. by Mira Nair.

- finish the whole movie at home and bring a one-page response to class Friday.

**F 20:** 1) Discussion of *Mississippi Masala* in relation with *A Bend in the River*.

2) Discussion of the short paper due Monday.

3) **Quiz 2** over Naipaul's *A Bend in the River*.

- **Assignment Due:** One-page response paper on *Mississippi Masala*

### Weeks 7-9: NATIONALISM AND WOMEN

**M 23:** Amina Mama, "Sheroes and Villains: Conceptualizing Colonial and Contemporary Violence Against Women in Africa" on BlazeView

**W 25:** Ngugi, *Devil on the Cross* (pp. 7-68)

[**Extra Credit:** Ngugi will give a public lecture at the Valdosta State University's Jennette Hall on March 26 @ 7:00 pm. Those of you who attend the lecture and turn in a short write-up over the lecture will receive an extra credit of 25 points. More later.]

**F 27:** *Devil on the Cross* (pp. 69-127)

- **Group Report 2:** Kenya

**March, Monday 02:** *Devil on the Cross* (pp. 128-171)

**W 04:** *Devil on the Cross* (pp. 172-200)

**F 06:** *Devil on the Cross* (pp. 201-end)

**M 09:** Screening of *Xala* (1975) in class, written and dir. by Ousmane Sembene.

**W 011:** Discussion of *Xala* in relation with *Devil on the Cross*

- **Assignment Due:** One-page response on *Xala*.

**F 13:** 1) Evan Mwangi, "Gender, Unreliable Narration, and the Untranslated Preface in Ngugi wa Thiong'o's *Devil on the Cross*," from JSTOR.

2) Short Paper 2 discussion.

3) **Quiz 3** over *Devil on the Cross*.

### Weeks 10-13: NATION AND ITS OTHERS

**M 16:** Ashis Nandy, "The Political Culture of the Indian State," from JSTOR.

- **Assignment Due:** Short Paper due in class. Upload electronic copy to "Dropbox" on BlazeView, and bring a hard copy to class.

**W 18:** Rushdie, *Haroun and the Sea of Stories* (pp. 15-93)

**F 20:** *Haroun and the Sea of Stories* (pp. 97-142)

- **Group Report 3:** India

**M 23:** Spring Break

**W 25:** Spring Break

**M 27:** Spring Break

**M 29:** No Class (Dr. Katawal away for conference)

**April, Wednesday 01:** *Haroun and the Sea of Stories* (pp. 145-End). You have one-page summary due on Friday on Aravamudan's essay.

**F 03:** Srinivas Aravamudan, "The Fable of Censorship: Salman Rushdie, Satire, and Symbolic Violence," on BlazeView.

- **Assignment Due:** One-page summary of "The Fable of Censorship" due in class.

**M 06:** Screening of *The Wizard of Oz* (1939), dir. by Victor Fleming. You will have a one-page response due Monday on the movie, so make sure that as you watch the movie, you jot down important lines, take note of striking episodes, closely watch characters and/or scenes that are comparable with *Haroun and the Sea of Stories*.

**W 08:** 1) Discussion of *The Wizard of Oz* in relation with *Haroun and the Sea of Stories*.

2) **Quiz 4** over *Haroun and the Sea of Stories*.

- **Assignment Due:** One-page response on *The Wizard of Oz* due in class.

**F 10: TBD**

**Weeks 14-16: 09/11 AND ITS AFTERMATH**

**M 13:** Joseph Keith, "Conclusion: An Empire of Alienage," on BlazeView.

**W 15:** Mohsin Hamid, *The Reluctant Fundamentalist* (pp. 1-45)

**F 17:** *The Reluctant Fundamentalist* (pp. 46-92)

**M 20:** *The Reluctant Fundamentalist* (pp. 93-138)

**Group Report 4:** Pakistan

**W 22:** *The Reluctant Fundamentalist* (pp. 139-end)

**Quiz 5** over *The Reluctant Fundamentalist*

**F 24:** Screening of *The Reluctant Fundamentalist* (2012), dir. Mira Nair. You will have one-page response due on Monday next week.

**M 27:** 1) Discussion of *The Reluctant Fundamentalist* (comparing the novel with its movie adaptation)

2) Read the New York Times article, "Traveling While Arab."

<http://www.nytimes.com/2014/10/17/opinion/ala-al-aswany-traveling-while-arab.html? r=0>

3) **Assignment Due:** One-page response on *The Reluctant Fundamentalist* movie.

**W 29:** Discussion: "What Is Postcolonial?: Contextualizing Postcolonial Studies in the 21<sup>st</sup> Century"

**May, Friday 01:** 1) Discussion of grading rubric for Final Paper, formatting and other expectations.

2) Key concepts in postcolonial studies revisited. (Come prepared to discuss the terms and concepts that you will be using for the final paper.)

**Week 17:**

**M 04: Reflections/Course evaluation**

**W 06: Final Paper Due** (Leave a hardcopy in Dr. Katawal's department mailbox, and also upload an electronic copy to "Dropbox" on BlazeView.)

**Further Instruction on Group Report:**

You will present in a group once in the semester on one of the four countries: Congo, Kenya, India and Pakistan. The day and the country that you will work on will be decided soon after the first week of class.

Here is how it works:

- You will gather relevant information regarding the country, focusing on its population, culture, political history (pre-colonial times, colonialism, after colonialism etc.), current relation with its neighboring countries etc.

- MAKE SURE that you do research beyond Google and Wikipedia, and incorporate at least two scholarly articles on the country of your presentation.
- The information needs to be presented in **PowerPoint**. EACH SLIDE SHOULD CONTAIN MINIMUM TEXT AND SHOULD BE CLEAR TO READ.
- The maximum time to present for the group is 20 minutes. Depending on the number of people in your group, you will manage time accordingly.
- Each member in the group will contribute in the presentation in order to receive a grade. The presentation grade will be determined based on teamwork as well as individual performances.
- Within TWO days of presentation, the group will email the PowerPoint slides to me. I will post the slides on BlazeView for other members of the class to view. FAILURE TO TURN IN THE POWERPOINT WILL RESULT IN YOU NOT RECEIVING ANY POINTS FOR THE PROJECT.

Some helpful tips:

- Assign each member a part of the presentation: (1) geography (including how it was founded, neighboring countries, border-conflicts etc.); (2) a brief narrative of its political-history (including pre-colonial, colonial and postcolonial times); (3) culture (including literature and languages, ethnicities, religions etc.); (4) Current political, economic, and social condition;
- Make sure that there is a smooth transition between the presenters. There has to be an introduction, content and conclusion.
- Prepare a list of questions to be asked at the end of the presentation (time permitting). **Do not rush back to your seat as soon as you finish talking.**
- Practice your presentation before the actual presentation.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 9/30/2015 (mm/dd/yyyy)

**Department Initiating Request:**

English

**Faculty Member Requesting:**

Deborah Hall

**Proposed New Course Prefix & Number:**

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

ENGL 4480

**Proposed New Course Title:**

Advanced Creative Nonfiction

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Advanced Creative Nonfiction

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once every year.

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

**Lecture Hours:** 03

**Lab Hours:**

**Credit Hours:** 03

**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 advanced, workshop-intensive course in creative nonfiction employing a variety of literary techniques common in contemporary creative writing.

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

Improving student learning outcomes: Allows students to study the genre of creative nonfiction as an advanced writing course.

Adopting current best practice(s) in field: It is currently a core practice within the field of creative writing to offer advanced writing classes in three genres. It is especially important to be able to follow the techniques and strategies learned in Introduction to Creative Writing with a class that is workshop-intensive and follows the same genre expectations as the introductory course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

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

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

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

**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>Donna M. Sewell</i>	Date: <i>2-1-17</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>2/15/17</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

**ENGL 4480**  
**Advanced Creative Nonfiction**

**Sample Course Information Sheet**  
**COURSE INFORMATION SHEET**

**Instructor: Name**

Office: xxxxxxxxxxxx

Email: xxxxxxxxxxxx or xxxxxxxxxxxx

Office Hours: xxxxxxxxxxxx

Other Information: xxxxxxxxxxxx

**Course Description:** ENGL 4480, Prerequisite ENGL 3400, is an advanced workshop in creative nonfiction, employing a variety of literary techniques common in contemporary creative writing.

In this class, we will focus on the genre of creative nonfiction—its history, development, and narrative techniques. We will also concentrate on issues about narrating the self, accessing memory, determining truth from invention, and evaluating when and how (if at all) to reveal controversial material. Writing, editing and revising will be combined with the study of contemporary readings.

**Course Objectives**

- Breadth of knowledge, including general knowledge of useful concepts and terminology, and specific knowledge of key works and figures in the field of creative writing.
- The ability to produce cogent written work blending knowledge of specific texts, writers and concepts in creative writing with a clearly developed point of view.
- The ability to discuss their work articulately.
- The ability to discuss creative writing in light of key facts, concepts, and contexts.
- The ability to produce artistically-rendered work appropriate to the discipline.

**Gen Ed Outcomes**

- Area 1: Students will communicate effectively in writing by using appropriate conventions of corrections, style, tone, and organization by adapting writing to audience and context.
- Area B: Students will demonstrate knowledge in global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.
- Area C: Students will analyze, evaluate, and interpret diverse forms of human communication.

**Required Texts**

Alice LaPlante, *The Making of a Story* (Norton)  
Phillip Lopate, ed., *The Art of the Personal Essay* (Anchor-Doubleday)  
Root & Steinberg, eds., *The Fourth Genre*, 6th ed. (Longman)

**Grades and Major Assignments:**

- Creative Writing Responses: 25% (weight equally distributed)
- Critical Analyses of Style and Craft: 20% (weight equally distributed)
- 2 Creative Essays (10 – 15 pgs each): 40% (20% each)
- Peer Editing (a substantial amount of work): 10%
- Participation & Attendance 5%

### **Grading of Writing**

Students can expect their writing to be assigned a letter grade based on their performance on the following criteria:

- Ideas and content including elements that might be called subject, main/central idea, focus, and/or thesis.
- Development, including elements that might be called details, examples, evidence, arguments, critical/logical thinking.
- Organization, including elements that might be called structure, paragraphing, coherence, unity, and transitions.
- Style, including elements that might be called sentence structure, diction, and Modern Language Association (MLA) style and documentation.
- Grammar, including elements that might be called usage, mechanics, editing, punctuation, spelling, and conventions of Standard English.
- Format, including elements that might be called presentations.
- Evidence that creative writing guidelines and advice have been followed.
- Evidence that certain styles and common errors associated with creative writing have been avoided.
- Originality, artistry and eloquence.

The overall grade given is not a subjective impression but a summary of a student's performance on the above criteria. General descriptions of each grade follow.

- Writing that earns an A is distinguished by clear, thoughtful, and significant ideas expressed with an awareness of audience; logical, detailed, and relevant development; coherent and effective organization that supports the development; sophisticated style (varied, readable, and skillfully constructed sentences, as well as diction that is fresh, precise, economical, and idiomatic); correct grammar; and correct format.
- Writing that earns a B is distinguished by most of the qualities listed above. However, it may be distinguished by somewhat less insightful ideas and occasionally less pertinent and detailed development for an audience; some paragraphing and transitions that may not aid the audience as they might; style that is competent but not distinctive; generally correct grammar; and generally correct format.
- Writing that earns a C is characterized by generally clear but conventional ideas; overly general development; clear but mechanical organization; unremarkable style (restricted

vocabulary and sentences that lack variety); occasional problems in grammar that hinder the writer's purpose; and minimal adherence to correct format.

- Writing that earns a D is characterized by ideas that are sometimes unfocused and confused; development that is sometimes irrelevant or altogether lacking; organization that sometimes lacks order or paragraphing; sometimes incoherent sentence structure and inappropriate word choice; grammatical mistakes that often distract the audience; and major deviations from correct format.
- Writing that earns an F is characterized by unfocused ideas expressed with seemingly no concern for the audience; little or no development; little or no organization; frequent incoherent sentence structure and inappropriate word choice; frequent grammatical errors that make the writer's purpose impossible to achieve; and little or no adherence to correct format.

### **Editorial Concerns:**

- 1) As a writing course, you are required to indulge in the hard effort of editing the writing of your peers. This criticism should strive to be constructive, even professional. Authors in class are interested in making their ideas most readable, even publishable, and they need feedback on what they're doing right (in your opinion) and what doesn't work *for you*.
- 2) When you are workshopped, it is not uncommon to feel defensive, but this class assumes the author will accept criticism, be willing to change, rethink or restructure your work. You are not to defend or explain your work to readers, but to hear them explain to you how they have read it.
- 3) When you read the editorial comments of your peers, you must exercise your personal and artistic judgment of whether to make changes or not. Final decisions rest with the author, but decisions should be made with knowledge and conviction, not laziness. Sometimes, too much advice confuses the author about what to do. Remember that a flurry of activity around one place in the writing essentially should tell you that something needs attention, but you should be the one to reword or rephrase upon your own discretion and having considered all commentary.

### **Attendance**

Classes must be attended regularly. You are allowed to miss 4 classes before your grade is affected. Excessive tardiness will add up to a full class absence upon my discretion. In general, you have to be present for entire class to be counted as present.

I appreciate communication about serious issues that you may be dealing with. I do not need to know about unimportant mishaps. Contact a classmate for homework if you miss class. However, you may call or email me with any questions.

### **Email and Blazeview**

You are expected to check your email regularly to insure that you are up to date on important class announcements. If you do not currently have an email account, you must obtain one through VSU. I use BlazeView as an addendum to our face-to-face class. I will post copies of handouts in BV and news or announcements, and I use the Discussion Board for uploading drafts for workshopping. I also require you to post an electronic version of your final draft to Dropbox. I often give electronic reading quizzes that are due an hour before class begins.

### **Disabilities**

Students with disabilities who wish to request accommodation should notify the instructor the first week of the semester. Your privacy will be respected at all times.

**Electronic Devices:** Turn off all cell phones when you enter class. Do not sit in class at any time (while you're waiting for class to begin) and talk on your cell phone. Wait until you have exited the room before you make after-class calls. Do not play games on your cell phone or on any electronic device during class. Please let me know if you have a dire situation in which you require an exception to the above.

**Plagiarism:** Plagiarism is presenting the words or ideas of another person as if they were your own and is a serious act of academic misconduct. All work must be your own. All referenced material must be properly cited. Please read Valdosta State University's Honor Code. I will uphold this code. In a nutshell, you cannot pass someone's words or work as your own. Let me know how I can help you fully understand this rule.

**Disabilities:** 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).

**Student Success Center:** SSC provides professional advising, peer tutoring in core courses, and on-campus job information in one location; its goal is to support students and student achievement. Take the opportunity to utilize the center for extra support. The more you use it, the more you'll feel comfortable with it.

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

**Date of Submission:** 09/03/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Darrell Fike

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL4630 Writing and Technologies and Applications

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Writing Technologies and Applications  
Pre-requisites: ENGL3010 or 3020 or permission of the instructor  
Course Description: A study of the principles and applications of technologies used to produce materials for the workplace, including advanced word processing applications, presentation software, desktop publishing programs, and Web authoring tools

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Advanced Professional Writing  
Pre-requisites: ENGL3010 or permission of the instructor  
Course Description: A study and application of principles and methods relevant to the development and management of advanced writing projects.

**Semester/Year to be Effective:**  
Spring 2017

**Estimated Frequency of Course Offering:**  
Once a year

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Renaming the course will link it directly to the prerequisite course, ENGL3010 Professional Writing. Refining the scope of the course description will clarify the project-based and rhetorical focus of the course and deemphasize the focus on technology and software.

**Plans for assessing the effectiveness of the course:** Students will submit portfolios for review by faculty and SOIs will be monitored for student feedback.

Approvals:	
College/Division Exec. Comm.: <i>Ernie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Ernie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

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

ENGL 4350: Studies in Criticism/Theory

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description: A study of literary theory and criticism since Plato, with special emphasis on contemporary theories.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H.  
Course Description: Topics in literary theory.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: This proposal revises the prerequisites for the class, allowing for more student flexibility in taking the course. In addition, the course description has been revised to allow for more freedom for the instructor to determine the course content.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.:	<i>Connie Richards</i> Date: <i>2/15/17</i>
Dept. Head:	<i>Donna N. Sewell</i> Date: <i>2-1-17</i>
Dean/Director:	<i>Connie Richards</i> Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 09/03/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Darrell Fike

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL3010 Writing for Business

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Writing for Business  
Pre-requisites:  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Professional Writing  
Pre-requisites:  
Course Description:

**Semester/Year to be Effective:**  
Spring 2017

**Estimated Frequency of Course Offering:**  
Every semester

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Renaming the course will link it directly to the Advanced Professional Writing course that follows in the sequence. Renaming the course reflects the scope of the course more accurately to include professional writing that occurs in non-business professional settings.

**Plans for assessing the effectiveness of the course:** Student work will be sampled and assessed by faculty, and SOIs will be monitored for student feedback.



Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Dona N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 08/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 3060 Literary Research and Writing

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Literary Research and Writing  
Pre-requisites:  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title: Intro to Criticism and Research  
Pre-requisites:  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per semester.

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: The change in title underlines the importance of introducing students to theoretical and critical texts.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Marty Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CWCL 3400 Introduction to Creative Writing

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: CWCL 3400  
Credit Hours:  
Course Title:  
Pre-requisites:  
Course Description:

**Requested:**

Course Prefix and Number: ENGL 3400  
Credit Hours:  
Course Title:  
Pre-requisites:  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once each semester.

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Course prefix has been revised to combine tracks in the English major.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Marty Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CWCL 4410: Contemporary Poetics: Form and Theory

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: CWCL 4410  
Credit Hours:  
Course Title: Contemporary Poetics: Form and Theory  
Pre-requisites: ENGL 3060  
Course Description: A study of key formal and theoretical elements of 20th and 21st century Anglophone poetry and poetry in translation. The course will study poetry as genre, with a reflection on craft and issues in prosody.

**Requested:**

Course Prefix and Number: ENGL 4410  
Credit Hours:  
Course Title: Genre Form and Theory  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description: A study of formal and theoretical elements of 20th and 21st century Anglophone literary genres. The course will focus on the study of contemporary examples of genre, along with reflections on form and craft.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once each year.

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Course prefix has been revised to combine tracks in the English major, and the generic form and theory class promotes flexibility in content without compromising focus on genre.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/14/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/14/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Marty Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CWCL 4440 Advanced Poetry Writing

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: CWCL 4440  
Credit Hours:  
Course Title:  
Pre-requisites: CWCL 3400  
Course Description: A workshop-intensive course emphasizing technical analysis of poems produced by members of the class. The course also emphasizes the application of various aesthetic theories, and students will articulate their own poetics.

**Requested:**

Course Prefix and Number: ENGL 4440  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description: A workshop-intensive course emphasizing technical analysis of poems produced by members of the class. The course also emphasizes the application of various aesthetic theories, and students will articulate their own poetics. May be repeated for credit.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every 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: Course prefix has been revised to combine tracks in the English major.

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**Plans for assessing the effectiveness of the course: M**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Marty Williams

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CWCL 4460 Advanced Fiction Writing

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: CWCL 4460  
Credit Hours:  
Course Title: Advanced Fiction Writing  
Pre-requisites: CWCL 3400  
Course Description: A workshop-intensive course in fiction writing. Students will produce their own work and study narrative alternatives and storytelling strategies. Students will also read book-length story collections and/or novels and write stylistic analyses of a major contemporary writer.

**Requested:**

Course Prefix and Number: ENGL 4460  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description: A workshop-intensive course in fiction writing. Students will produce their own work and study narrative alternatives and storytelling strategies. Students will also read book-length story collections and/or novels and write stylistic analyses of a major contemporary writer. May be repeated for credit.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every 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: Course prefix has been revised to combine tracks in the English major.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

622

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

**Date of Submission:** 08/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
AFAM 3220: Studies in African American Literature

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 2111 or ENGL 2111H, ENGL 2112 or ENGL 2112H, ENGL 2113 or ENGL 2113H, or ENGL 2060.

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 2111 or ENGL 2111H, ENGL 2112 or ENGL 2112H, ENGL 2113 or ENGL 2113H, ENGL 2060, or permission of instructor.

Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every other year

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: This change allows for students to take the course with the permission of the instructor.

623

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Danna M. Sewell</i> <i>Colin Walker</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 3110: British Literature I

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 2060

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

One or two times a semester.

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

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 3120: British Literature II

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
One or two times a semester

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 3210: American Literature I

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
One or two times per semester

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 3215: American Literature II

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H.  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
One or two times per semester

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Ernie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Ernie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4110 Studies in British Literature to 1500

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**



Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 4120 Studies in British Literature 1500-1660

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 3060

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4130 Studies in British Literature 1660-1800

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

642

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 4140 Studies in British Literature: The Romantics

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 3060

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.



**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.:	<i>Connie Richards</i> Date: <i>2/15/17</i>
Dept. Head:	<i>Donna M. Sewell</i> Date: <i>2-1-17</i>
Dean/Director:	<i>Connie Richards</i> Date: <i>2/10/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 4145 Studies in British Literature: The Victorians

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 3060

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H.

Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

646

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

648

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4150 Studies in British Literature 1910-1968

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

649

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4160 Studies in British Literature Since 1968

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Annice Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Annice Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4210 Studies in American Literature to 1800

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every third 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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Annice Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Dona N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Annice Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4220 Studies in American Literature 1800-1865

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every third 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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.:	<i>Connie Richards</i> Date: <i>2/15/17</i>
Dept. Head:	<i>Donna N. Sewell</i> Date: <i>2-1-17</i>
Dean/Director:	<i>Connie Richards</i> Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4230 Studies in American Literature 1865-1914

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description: A study of literature of America from 1865 to 1914, focusing major works, figures (three or more), and/or themes.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description: A study of literature of America from 1865 to 1914, focusing on major works, figures (three or more), and/or themes.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every two or three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Seywell</i>	Date: <i>2/1/17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

662

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4240 Studies in American Literature 1914-1945

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every two or three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

663

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4250 Studies in American Literature Since 1945

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every third 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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

*6666*

**Plans for assessing the effectiveness of the course:**



Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Denna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

668

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 4300 Special Topics in Literature

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 3060

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

669

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4310 Studies in Major Writers

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

672

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

674

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 4320 Studies in Poetry

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 3060

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.



**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Jewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4330 Studies in Narrative

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4340 Studies in Drama

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Ernie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Ernie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016



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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**

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

ENGL 4360 Special Topics in Language and Writing

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: ENGL 2080

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: C or better in one of the following: ENGL 2080, ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H

Course Description:

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

684

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4600 Rhetorical Issues in Professional Writing

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3010 or 3020 or permission of the instructor.  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Deanna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

689

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4610 History of the English Language

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**



Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4620 Survey of the History of Rhetoric

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 3060  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every three years.

**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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGL 4640 Studies in Composition Theory

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: ENGL 2080  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: C or better in one of the following: ENGL 2080, ENGL 2111 or 2111H, ENGL 2112 or 2112H, or ENGL 2113 or 2113H  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every third 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: Pre-requisites have been changed to allow students more flexibility for enrolling in the course.

696

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 8/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
JOUR 4570: Introduction to Sportswriting

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: JOUR 3510  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: [Remove pre-req.]  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once every two years.

**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: This course is an option in the Sports Broadcasting Certificate, offered jointly by the English Department and the Mass Media Department. Students in Mass Media are not required to take JOUR 3510 - the change will allow them to take JOUR 4570 without obtaining special permission.



**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 1, 2017

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

**Date of Submission:** 08/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LING 4000 Principles of Language Study

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites:Prerequisite or co-requisite:  
ENGL 2060 or 2080, 2110 or 2110H, 2120 or  
2120H, 2130 or 2130H.  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites:Prerequisite or co-requisite:  
ENGL 2060, ENGL 2080, ENGL 2111 or  
ENGL 2111H, ENGL 2112 or ENGL 2112H,  
ENGL 2113 or ENGL 2113H, or permission  
of instructor.  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Once per year.

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Reduce prerequisites to make the course more accessible to students.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna M. Sewell</i>	Date: <i>2-1-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2016

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

**Date of Submission:** 08/30/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
English

**Faculty Member Requesting Revision:**  
Jacob Jewusiak

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LING 4160 Language in Society

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Prerequisite or co-requisite:  
ENGL 2060 or 2080, 2110 or 2110H, 2120 or 2120H, 2130 or 2130H.  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Prerequisite or co-requisite:  
ENGL 2060, ENGL 2080, ENGL 2111 or ENGL 2111H, ENGL 2112 or ENGL 2112H, ENGL 2113 or ENGL 2113H, or permission of instructor.  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**

**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: Reduce prerequisites to make the course more accessible to students.

**Plans for assessing the effectiveness of the course:**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>2/15/17</i>
Dept. Head: <i>Donna N. Sewell</i>	Date: <i>2-1-17</i>
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Form last updated: November 21, 2016