

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
October 19, 2015**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
October 19, 2015

1. Minutes of the September 14, 2015 meeting. (pages 1-7) were approved by email September 24, 2015.
2. **COLLEGE OF THE ARTS**
 - a. New degree proposal for the MAT in Music Education (pages 8-31)
 - b. New course MUE 7100 (pages 32-41)
 - c. New course MUE 7200 (pages 42-51)
 - d. New course MUE 7330 (pages 52-60)
 - e. New course MUE 7340 (pages 61-73)
 - f. New course MUE 7360 (pages 74-82)
 - g. New course MUE 7370 (pages 83-91)
 - h. New course MUE 7400 (pages 92-99)
 - i. New course MUE 7700 (pages 100-108)
 - j. New course MUE 7710 (pages 109-119)
 - k. New course MUE 7720 (pages 120-131)
 - l. New course MUE 7730 (pages 132-144)
 - m. New course MUE 7790 (pages 145-154)
 - n. New course MUE 7800 (pages 155-161)
 - o. New course MUSC 5521 (pages 162-170)
 - p. Revised credit hours, prerequisites, and description MUE 7600 (pages 171-173)
 - q. Revised title, prerequisites, and description MUE 7610 (pages 174-176)
 - r. Revised prerequisites MUE 7640 (pages 177-178)
 - s. Revised prerequisites and description MUSC 5101 (pages 179-180)
 - t. Revised prerequisites and description MUSC 5102 (pages 181-182)
 - u. Revised credit hours, title, and description MUSC 5500 (pages 183-185)
 - v. Revised title, prerequisites, and description MUSC 5510 (pages 186-193)
 - w. Revised prerequisites MUSC 5511 (pages 194-195)
 - x. Revised prerequisites MUSC 5512 (pages 196-197)
 - y. Revised credit hours, and prerequisites MUSC 5520 (pages 198-200)
 - z. Revised credit hours, prerequisites, and description MUSC 6760 (pages 201-203)
 - aa. Revised credit hours, title, and description MUSC 7040 (pages 204-206)
 - bb. Revised credit hours, title, prerequisites, and description MUSC 7650 (pages 207-209)
 - cc. Revised course number, credit hours, prerequisites, and description MUE 7740 (pages 210-212). Deactivation MUSC 7734
 - dd. Revised course number, credit hours, and prerequisites MUE 7750 (pages 213-215). Deactivation MUSC 7750
3. **HONORS COLLEGE**
 - a. Revised credit hours HONS 4990 (pages 216-217)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised catalog narrative and requirements for the Dual Degree Program in Engineering (pages 218-221)
5. **COLLEGE OF BUSINESS**
 - a. Revised degree requirements for the BBA in Finance (pages 222-223)
 - b. Revised degree requirements for the BBA in Economics (pages 224-225)
 - c. Revised prerequisites FIN 3350 (pages 226-228)
6. **COLLEGE OF EDUCATION**
 - a. Revised catalog narrative for the EDD in Curriculum and Instruction (pages 229-233)
 - b. Revised degree requirements for the EDD in Curriculum and Instruction (pages 234-236)
 - c. Revised degree requirements for the EDS in Curriculum and Instruction (pages 237-239)
 - d. New course CIED 9210 (pages 240-247)
 - e. New course CIED 9220 (pages 248-254)
 - f. New course CIED 9280 (pages 255-261)
 - g. New course RSCH 9810 (pages 262-269)
7. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. New program Master of Science in Exercise Physiology (pages 270-285)
 - b. Catalog narrative for the Master of Science in Exercise Physiology (pages 286-289)
 - c. New course HSEP 6080 (pages 290-297)
 - d. New course HSEP 7010 (pages 298-304)
 - e. New course HSEP 7060 (pages 305-312)
 - f. New course HSEP 7100 (pages 313-319)
 - g. New course HSEP 7120 (pages 320-327)
 - h. New course HSEP 7160 (pages 328-334)
 - i. New course HSEP 7170 (pages 335-342)
 - j. New course HSEP 7400 (pages 343-349)
 - k. New course HSEP 7950 (pages 350-357)

l. New course HSEP 7999 (pages 358-364)

8. Miscellaneous

- a. Academic Committee by-laws (pages 365-366)
- b. Changes made to the curricula during conversion to the online catalog (pages 367-368)

9. Pending items

- c. Revised course CHEM 1010 – USG General Education Council approval
- d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- e. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- f. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)
- g. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)
- h. Name change of Speech Communication to Communication – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 14, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, September 14, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Laura Carter (Proxy for Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Gary Futrell, Dr. Michael Sanger, Dr. Nicole Cox, Dr. Lorna Alvarez-Rivera, Dr. Frank Flaherty, Dr. Ellis Heath (Proxy for Dr. Ray Elson), Dr. Ellis Heath, Dr. Lars Leader, Dr. Linda Floyd, Ms. Laura Carter, Ms. Jessica Lee and Dr. Xiaoi Ren.

Members Absent: Dr. Michelle Ritter, Dr. Marc Pufong, Ms. Sarah Arnett, Dr. Kristen Johns, Dr. Ray Elson, and Dr. Katherine Lamb.

Catalog Editor: Dr. Jane Kinney and Ms. Lorri Leong

Visitors Present: Dr. Carl Cates, Dr. Robert Hardy, Dr. Ed Walker, Dr. Aubrey Fowler, Ms. Teresa Williams, Dr. Leon Pate, Dr. Steven Downey, Dr. LaGary Carter, Dr. Don Leech, Dr. Dereth Drake, Dr. Greg Harrell, Dr. David Nelson, Dr. Donna Gosnell, and Dr. Mark Borzi.

The Minutes of the April 13, 2015 meeting were approved by email on April 15, 2015. (pages 1-2).

A. College of Nursing and Health Sciences

1. Revised requirements for the Nutritional Science minor effective Spring Semester 2016. (pages 3-4).
2. Revised Admission requirements for the BSEP program was approved effective Spring Semester 2016. (pages 5-7).
3. Revised prerequisite, Nursing (NURS) 2700, "Pathophysiology", (PATHOPHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...changes that occur as a result of disease, compensatory mechanisms.... (pages 8-12).
4. Reactivation of NURS 7250 effective Fall Semester 2015– Administrative approval 07/14/15 was noted (pages 13-14).

B. College of Business

1. Revised requirements for the Human Resources Management minor was approved effective Fall Semester 2016. (pages 15-16).
2. New course, Management (MGNT) 4005, "Staffing Organizations", (STAFFING ORGANIZATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 17-23) – with the description changed to the following:
Prerequisite: MGNT 4000. Overview of the issues and practices involved in talent acquisition, deployment, and retention. The course examines measurement issues for the use and validation of selection procedures; the link between staffing activities and organizational strategy; the business impact of selection decisions; and HR metrics.
3. New course, Management (MGNT) 4660, "Training and Development", (TRAINING AND DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 24-31).
4. Reactivation, revised prerequisites and description, Management (MGNT) 4700, "Quality Management", (QUALITY MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 32-35).
5. Revised course number and prerequisites, Management (MGNT) 3400, "Supply Chain Management", (SUPPLY CHAIN MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 36-38). Deactivation MGNT 4780.
6. New minor in Logistics and Supply Chain Management was approved effective date changed from Spring 2016 to Fall Semester 2016. (pages 39-40). ***BOR notification required***
7. Revised course number and prerequisites, Marketing (MKTG) 4220, "Retailing", (RETAILING – 3 credit hours, 3

lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 41-43).
Deactivation MKTG 4020.

8. Revised course number and prerequisites, Marketing (MKTG) 4230, "Business to Business Marketing", (BUSINESS TO BUSINESS MARKETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 44-46). Deactivation MKTG 4740.
9. Revised course number, prerequisites and description, Marketing (MKTG) 4200, "Marketing Channels", (MARKETING CHANNELS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 47-49). Deactivation MKTG 4670.
10. New course, Marketing (MKTG) 4240, "Cases in Logistics Decision Making", (CASES IN LOGISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...4200. A study using... . (pages 50-59).

C. College of Arts and Sciences

1. Revised course description, Biology (BIOL) 3450, "Animal Physiology", (ANIMAL PHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the date changed from Fall 2015 to Spring 2016. (pages 60-62).
2. Revised course title and description, Biology (BIOL) 5450, "Animal Physiology", (ANIMAL PHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the date changed from Fall 2015 to Spring 2016. (pages 63-65).
3. Revised requirements for the minor in Computer Science was approved effective Fall Semester 2016 with the date changed from Fall 2015 to Spring 2016. (pages 66-67).
4. Revised credit hours, prerequisites, and description, Chemistry (CHEM) 4510, "Advanced Inorganic Chemistry", (ADVANCED INORGANIC CHEMISTRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with "Three lectures per week" removed from the description and the effective date changed from Fall 2015 to Spring 2016. (pages 68-70).
5. New course, Chemistry (CHEM) 4510L, "Advanced Inorganic Chemistry Laboratory", (ADV INORGANIC CHEMISTRY LAB – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with "One three-hour laboratory per week" removed from the description and the effective date changed from Fall 2015 to Spring 2016. (pages 71-76).
6. New course, Chemistry (CHEM) 4520, "Organometallic Chemistry", (ORGANOMETALLIC CHEMISTRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 77-81).
7. New course, Chemistry (CHEM) 4610, "Photochemistry and Photobiology", (PHOTOCHEM AND PHOTOBIOLOG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 82-86).
8. New course, Chemistry (CHEM) 47300, "Medicinal Chemistry", (MEDICINAL CHEMISTRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 87-91).
9. Revised prerequisite, Astronomy (ASTR) 3220, "Cosmology", (COSMOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 92-94).
10. Revised degree requirements for the BS in Astronomy were approved effective Fall Semester 2016 with the effective date changed from Fall 2015 to Fall 2016. (pages 95-96).
11. Revised requirements for the minor in Astronomy were approved effective Fall Semester 2016 with the effective date changed from Fall 2015 to Fall 2016. (pages 97-98).
12. Revised course prerequisites and description, Physics (PHYS) 2700, "Modern Physics", (MODERN PHYSICS – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2016. (pages 99-101).
13. Revised course title and credit hours, Physics (PHYS) 3820, "Computational Physics I", (COMPUTATIONAL

PHYSICS I – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 102-104).

14. Revised prerequisites, Physics (PHYS) 4300, “Plasma Physics”, (PLASMA PHYSICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the effective date change from Fall 2015 to Spring 2016. (pages 105-107).
15. New course, Physics (PHYS) 3800, “Differential Equations in Physical Systems”, (DIF EQ IN PHYSICAL SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 108-112).
16. Revised degree requirements for the BS in Physics were approved effective Fall Semester 2016 with the effective date changed from Fall 2015 to Fall 2016 and the Other Supporting Courses was changed from 3-6 hours to 6-9 hours. (pages 113-115).
17. Reactivation of POLS 4320 effective Fall Semester 2015 – Administrative approval 09/21/15 – information item – (pages 116-117).

D. College of Education and Human Services

1. Revised course prerequisite, Kinesiology & Physical Education (KSPE) 3200, “Nutrition for Health and Human Performance”, (NUTRITION HLTH/HUMAN PERFORMAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the effective term changed from Fall 2016 to Spring 2016. (pages 118-120).
2. Revised admission requirements for the Tier I Certification Only in P-12 School Leadership was approved effective Summer Semester 2016 with the effective date changed from Fall 2015 to Summer 2016. (pages 121-124).
3. Revised Admission requirements for the EDS in Educational Leadership – Performance-Based Leadership was approved effective Summer Semester 2016 with the effective date changed from Fall 2015 to Summer 2016. (pages 125-128).
4. Revised Admission requirements for the MED in Educational Leadership – P-12 School Leadership was approved effective Summer Semester 2016 with the effective date changed from Fall 2015 to Summer 2016. (pages 129-132).
5. Revised Admission requirements for the Tier 2 Certification Only Performance-Based Leadership were approved effective Summer Semester 2016 with the effective date changed from Fall 2015 to Summer 2016. (pages 133-136).
6. New concentration for the MED in Instructional Technology – Corporate Training was approved effective Fall Semester 2016. (pages 137-140).
7. New course, Instructional Technology (ITED) 7110, “Foundations and Learning Theories”, (FOUNDATIONS & LEARNNG THEORIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – The historical foundations and evolutionary... . (pages 141-148).
8. New course, Instructional Technology (ITED) 7210, “Instructional Design Models and Practices”, (INSTRUCTIONAL DESIGN MODELS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – An examination of prominent.... . (pages 149-156).
9. New course, Instructional Technology (ITED) 7310, “Instructional Strategies”, (INSTRUCTIONAL STRATEGIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – Selecting, implementing, and evaluating instructional... . (pages 157-164).
10. New course, Instructional Technology (ITED) 7410, “Adapting Traditional Instruction to Online Environments”, (ADAPTING INSTRUCTION TO ONLINE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 165-172) - with the description changed to:
Adapting face-to-face instructional content to online delivery platforms (Web and mobile). The course uses industry-standard software for creating, integrating, and publishing the adapted content for the online environment, preparing students to take industry-recognized certification exams .
11. New course, Instructional Technology (ITED) 7510, “Digital Learning Environments”, (DIGITAL LEARNING ENVIRONMENTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (PAGES 173-180) – with the description changed to:

An examination of the computer hardware and software needed for building, hosting, delivering, and participating in online learning. Topics covered include how computer hardware and software work; how to evaluate and select equipment for acquisition; and network infrastructure and security.

12. New course, Instructional Technology (ITED) 7610, "Instructional Graphics", (INSTRUCTIONAL GRAPHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 181-188) – with the description changed to:
A study of techniques for creating, editing, and producing professional quality graphics for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in image editing and graphic design.
13. New course, Instructional Technology (ITED) 7710, "Instructional Video and Audio", (INSTRUCTIONAL VIDEO & AUDIO – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 189-196) - with the description changed to:
A study of techniques for creating professional quality videos for both face-to-face and online instructional settings. Students will use industry-leading software to prepare them to take the industry-recognized certification exam in video editing and production.
14. New course, Instructional Technology (ITED) 7810, "Project Training Management", (PROJECT TRAINING MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the title changed from "Project Management" to "Project Training Management" (pages 197-204) - with the description changed to:
An examination of factors and processes affecting project management, preparing students for the Certified Associate in Project Management (CAPM) exam.
15. New course, Instructional Technology (ITED) 7910, "Program Evaluation", (PROGRAM EVALUATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 (pages 205-212) – with the description changed to:
Approaches to conducting evaluations of educational/training programs. The course addresses political, ethical, and practical issues as well as the necessary steps and strategies for a planning program evaluation.
16. Catalog copy for the new concentration in concentration in Corporate Training was approved effective Fall Semester 2016. (pages 213-231).

E. College of the Arts

1. Revised major and degree name change for the BFA in Speech Communication to BFA in Communication was approved effective Fall Semester 2016 with the effective date changed from Fall 2015 to Fall 2016. (pages 232-234). ***BOR notification Required***
2. Revised degree requirements for the MA in Communication were approved effective Fall Semester 2016 with the effective date changed from Fall 2015 to Fall 2016. (pages 235-236).
3. New course, Masters of Arts Communication (MAIC) 6000, "Integrated Communication", (INTEGRATED COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the title changed from "Integrated Marketing Communication" to "Integrated Communication". (pages 237-240).
4. New course, Masters of Arts Communication (MAIC) 6100, "Media Process Management", (MEDIA PROCESS MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 241-246).
5. New course, Masters of Arts Communication (MAIC) 6300, "Crisis Communication", (CRISIS COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 247-250).
6. New course, Masters of Arts Communication (MAIC) 6450, "Rhetorical Criticism and Theory", (RHET CRIT AND THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 251-254).

7. New course, Masters of Arts Communication (MAIC) 6500, "College Pedagogy and Instruction", (COLLEGE PEDAGOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 255-262).
8. New course, Masters of Arts Communication (MAIC) 6600, "Integrated Communication Metrics", (COMM METRICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 263-266).
9. Revised course subject, number, title and description, Masters of Arts Communication (MAIC) 5050, "Mass Communication Theory", (MASS COMMUNICATION THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 267-269). Deactivation MDIA 5000.
10. Revised course subject, number, title and description, Masters of Arts Communication (MAIC) 6150, "Media Entrepreneurship", (MEDIA ENTREPRENEURSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 270-272). Deactivation MDIA 6100.
11. Revised course subject, number, title and description, Masters of Arts Communication (MAIC) 6250, "Theory and Design of Emerging Communication", (THEORY DESIGN EMERGING COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 273-275). Deactivation MDIA 6350 – with the description changed to:
Theoretical approaches to analyzing and designing communication for an evolving global environment.
12. Revised course subject and number, Masters of Arts Communication (MAIC) 7300, "International Media", (INTERNATIONAL MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 276-278). Deactivation MDIA 6450.
13. Revised course subject, number, prerequisite and description, Masters of Arts Communication (MAIC) 7400, "Directed Study", (DIRECTED STUDY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the description changed to read ...beyond that covered in other MAIC courses. May be... (pages 279-281). Deactivation MDIA 7400 and COMM 7400.
14. New course, Masters of Arts Communication (MAIC) 7700, "Special Topics", (SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 282-284).
15. Revised course subject, title, and description, Masters of Arts Communication (MAIC) 7800, "Communication Law", (COMMUNICATION LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 285-287). Deactivation MDIA 7800.
16. Revised course subject and title, Masters of Arts Communication (MAIC) 6200, "Intercultural Communication", (INTERNATIONAL MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 288-290). Deactivation COMM 6200.
17. Revised course subject, title and description, Masters of Arts Communication (MAIC) 6400, "Organizational Communication", (ORGANIZATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 291-293). Deactivation COMM 6400.
18. Revised course subject, title and description, Masters of Arts Communication (MAIC) 7150, "Interpersonal Communication", (INTERPERSONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 294-296). Deactivation COMM 7150.
19. Revised course subject, number, title and description, Masters of Arts Communication (MAIC) 6350, "Communication, Conflict, and Negotiation", (COMM CONFLICT NEGOTIATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 297-299). Deactivation COMM 7300.
20. Deactivation of COMM 6000 and MDIA 7600 was approved effective Spring Semester 2016. (pages 300-301).

F. Miscellaneous

1. Revised Academic Committee by-laws – proposed bylaws (pages 302-303)

Bylaws will be voted on at the October 2015 meeting

BYLAWS
ACADEMIC COMMITTEE
of the
VALDOSTA STATE UNIVERSITY FACULTY SENATE

1. NAME:

The official name of this statutory committee is "Academic Committee" as designated by Article VI: Committees of the Senate, Section 5b, Valdosta State University Statutes.

2. PURPOSE:

The Academic Committee is charged to approve, disapprove, or remand to the originating unit a) any proposals and recommended changes related to the educational philosophy, academic mission, and educational enterprise of the University and b) any recommended curricular proposals.

3. MEMBERSHIP:

The Academic Committee membership is composed of the Vice President for Academic Affairs or VPAA designee, Chairperson; the Registrar (non-voting), Secretary/adviser; six elected Senators appointed by the Committee on Committees; and twelve elected members of the General Faculty. Elected and appointed members will serve for three years, one-third elected or appointed each year. Deans, directors, and other guests may participate in all discussion but may not present motions, seconds, or votes.

4. CHAIRPERSON/SECRETARY:

The Secretary will electronically distribute a proposal packet to the committee membership five days prior to a scheduled meeting. The Chairperson will ensure that all proposals presented for the Committee's consideration are in accordance with existing policies and procedures and will convene and preside over the meetings of the Committee. The Secretary will disseminate electronically an written draft of actions taken to the committee for review within ten days of a committee meeting. The committee will then approve the minutes via email, and a copy of those approved minutes will be posted on the web as well as included in the materials for the next committee meeting. The Chairperson will submit the Committee's report to the President of the Faculty Senate.

5. MEETINGS:

The Academic Committee will meet on the second Monday of each month, September through May, at 2:30 p.m. At the request of the Chairperson, meetings may be scheduled during the months of June and August. A meeting can be cancelled if proposals or other appropriate business have not been received by the Secretary by the due date for that meeting.

6. PROPOSALS:

The deadline for originating units to submit proposals to the Secretary is two weeks prior to the scheduled meeting. Proposals must be submitted on the appropriate Academic Committee paperwork.

The Academic Committee is not empowered to make any changes in a curriculum proposal. If changes are suggested, the proposal will be remanded to the originating unit for further consideration and resubmission. Editorial corrections may be made by the Academic Committee during the meeting (e.g. grammar, punctuation, spelling) may be made by the Chairperson, Secretary or the catalog editor.

7. QUORUM:

A quorum exists when more than 50 percent of the membership is represented in person by proxy at the beginning of the meeting.

8. ORDER OF BUSINESS:

The order of business will be roll call, identification of proxies, reports of committees, unfinished business, new business, report of the Chairperson, and announcements.

9. PROXIES:

Proxies will identify themselves to the Chairperson and the membership at the meeting. No person may hold more than one proxy. Members sending a proxy to the meeting should notify the Secretary in writing prior to the meeting.

10. AD-HOC COMMITTEES:

The Chairperson may appoint ad-hoc committees as needed.

11. AMENDMENTS TO BYLAWS:

The Academic Committee Bylaws may be changed by two-thirds majority vote of the voting membership. Changes must be published and distributed to the voting membership one month before any action can be taken.

Approved by the Academic Committee at the April 9, 2007 meeting. ***will updated once approved***

Respectfully submitted,

Stanley Jones
Registrar

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
(Traditional/Face-to-Face Delivery)

Institution: Valdosta State University

Approval by President or Vice President for Academic Affairs:

Date: August 26, 2015

School/Division: College of the Arts

Department: Music

Departmental Contact: Doug Farwell

Name of Proposed Program/Inscription: MAT (Music)

Degree: Master of Arts in Teaching in Music Education

Major: Music

CIP Code: 13.131203

Anticipated Implementation Date: Summer 2016

Approval by Chief Business Officer (or designee):

Traycee Martin, tmartin@valdosta.edu 229-333-5708

Contact Information:

Approval by Chief Facilities Officer or designee (if different from CBO):

Ray Sable, rasable@valdosta.edu 229-333-5875

Contact Information:

1. Description of the program's fit with the institutional mission, existing degrees and majors.

The Valdosta State University (VSU) Department of Music submits this formal proposal for a new Master of Arts in Teaching in Music Education (hereafter MAT [Music]) degree program which is designed to address the needs of new music educators in the contemporary P-12 environment.

Specifically, the MAT (Music) program will meet two of the institution's core goals, including: "a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region," and a "campus-wide commitment to a technologically enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides learning enrichment for all students."¹

This proposed degree will replace the current VSU Bachelor of Music in Music Education degree which led to T-4 certification in Georgia. The MAT (Music) will lead to initial certification at the T-5 level. This proposal reflects protracted discussions and reflective evaluation of the new current teacher preparation programs across the nation in light of a recognized need and regulatory requirements for expanded field-based experiences and new certification exams and licensure requirements. It is also congruent with our commitment to produce graduates with exceptional content knowledge and pedagogical expertise as musicians who will adequately engage, inspire, and educate P-12 students. This program design will allow traditional undergraduates to prepare within the content area and complete an undergraduate degree in four years, then enter into the MAT (Music) program to acquire preparation in pedagogy and necessary skills to perform as teachers in the P-12 environment. The program is designed to address development of teaching skills that the traditional undergraduate teacher preparatory experience simply cannot provide. This program design will better prepare students to document and assess student learning outcomes and to be conversant with innovative practices within the field. We believe this program can serve as a model for similar teacher certification programs in other Fine Arts areas. This program structure also allows students who have completed music degrees at VSU or other regional programs to gain initial T-5 certification.

2. Program Description and Goals:

- a. Institutional Priority: Describe how the proposed program is aligned with the institution's academic strategic plan. Indicate where this program falls in terms of the institution's top priorities for new degrees.

As outlined in VSU's Strategic Plan (2013-2019), one focus of the University is to "recruit, retain, and graduate a quality, diverse student population and prepare students for roles as leaders in a global society."² In offering an innovative approach to preparing music educators, the MAT (Music) will

¹ <http://www.valdosta.edu/about/facts/organization-and-mission.php>

² <http://www.valdosta.edu/administration/planning/documents/vsusp20132019final.pdf>

provide increased educational opportunities to meet the demands of residents in the southern region of Georgia. The shortened path to a graduate degree would now total five years of work rather than the typical 4(UG) + 2(G) as noted in VSU 1.1.3. The development and implementation of the MAT (Music) also aligns with VSU's third strategic goal, which is: "Promote a diversity-rich, student-centered involvement by engaging in inclusive social, civic, cultural, professional and intellectual activities."³ Students will engage with educational institutions and extended constituencies through teacher preparation.

The proposed program will support VSU's College of the Arts' Strategic Plan (Goal 1),⁴ as well as the Division of Academic Affairs' Strategic Plan 2013-2019 (Goal 4).⁵

b. Brief description of the program and how it is to be delivered

The proposed MAT (Music) program will allow traditional undergraduates enrolled in the Bachelor of Arts with a major in Music to prepare within the content area and complete an undergraduate degree in four years, then transition into the MAT (Music) program with extensive preparation in pedagogy and necessary skills to perform as an elementary or secondary music instructor. The result is a total of five years of education to complete the degree and receive T-5 certification. The MAT (Music) year will be completed in fifteen months and offer tracks in both choral/general and instrumental studies. All courses in the program will be taught on campus with the exception of those that require in-classroom teaching in P-12 school settings. Program design allows for entrance by transfer students or students with other music degrees provided they meet the entrance requirements.

c. Goals/objectives of the Program

The specific goals and objectives of the MAT (Music) program are embedded in the following mission statement of the Department:

The Department of Music provides a comprehensive and rigorous academic program consistent with the mission of Valdosta State University and the University System of Georgia. The Department pursues quality instruction, artistic performance, dedicated service, and scholarly excellence. The Department prepares students as music professionals who manifest these attributes and will be leaders in their chosen fields. The Department promotes the maintenance of a professional environment and experiences of lasting value.⁶

³ <http://www.valdosta.edu/administration/planning/strategic-plan.php>

⁴ As stated in the College of the Arts' Strategic Plan, Goal 1 is to "Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society."

⁵ As stated in VSU's Division of Academic Affairs' Strategic Plan, Goal 4 is to "Redefine the Size and Scope of Academic Programs and Curricula."

⁶ <http://www.valdosta.edu/colleges/arts/music/welcome.php>

The specific goals/objectives of the MAT (Music) program are:

1. Students will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience.
2. Students will apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
3. Students will demonstrate skills in and functional knowledge of conducting, rehearsing, and wind, string, and percussion instruments or voice performance.
4. Students will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation.
5. Students will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music education.
6. Students will meet all the standards for initial teacher certification set forth by the Georgia Professional Standards Commission, Council for the Accreditation of Educator Preparation (CAEP) and by the James L. and Dorothy H. Dewar College of Education and Human Services (COEHS).

d. Location of the program – main campus or other approved site

Program will be housed on Valdosta State University’s main campus.

3. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area F requirements (if applicable).

Requirements for the Master of Arts in Teaching Music Education Degree.

Required Core Courses.....	21 hours
MUE 2999 Admission to Teacher Education.....	0 hours
MUE 7100 Professional Development Seminar I.....	3 hours
MUE 7200 Professional Development Seminar II.....	3 hours
MUE 7640 General Music Curriculum.....	3 hours
MUE 7790 Clinical Practice in Music Education.....	6 hours
MUE 7800 Practicum in Music	3 hours
MUSC 7040 Technology for Teachers.....	1 hour
MUSC 7650 Graduate Conducting.....	2 hours

Select one of the following Tracks (Choral or Instrumental):

Choral Track Courses.....	15 hours
MUE 7XXX Instrumental Methods.....	2 hours
Choose from MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730	
MUE 7610 Choral Curriculum.....	3 hours
MUE 7750 Advanced Vocal Pedagogy.....	2 hours
MUSC 5101 Graduate Diction I.....	2 hours
MUSC 5102 Graduate Diction II.....	2 hours
MUSC 5511 Choral Literature I.....	2 hours

MUSC 5512	Choral Literature II.....	2 hours
Instrumental Track Courses.....		15 hours
MUE 7XXX	Instrumental Methods.....	5 hours
Choose from MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730		
MUE 7370	Vocal Methods.....	1 hour
MUE 7400	Instrument Repair.....	1 hour
MUE 7600	Instrumental Curriculum.....	2 hours
MUE 7700	Marching Band Techniques	
MUE 7740	OR Advanced String Pedagogy.....	2 hours
MUSC 5500	Band Literature I	
MUSC 5520	OR Symphonic Literature I.....	1 hour
MUSC 5510	Band Literature II	
MUSC 5521	OR Symphonic Literature II.....	2 hours
MUSC 6760	Jazz Pedagogy.....	1 hour

Sample program of study MAT (Music) Choral Track–36 Hours

Summer 1		Fall		Spring		Summer 2	
MUE 7100 Prof Dev Seminar I	3	MUE 7610 Choral Curriculum	3	MUE 7790 Clinical Practice	6	MUE 7200 Prof Dev Seminar II	3
MUSC 5101 Grad Diction I	2	MUSC 5102 Grad Diction II	2			MUSC 5512 Choral Lit II	2
MUSC 7650 Graduate Conducting	2	*MUE 7XXX Instrumental Methods	1			MUSC 7040 Technology for Teachers	1
MUE 2999 Admission to Teacher Ed	0	MUE 7640 Gen Music Curriculum	3			*MUE 7XXX Instrumental Methods	1
MUSC 5511 Choral Lit I	2	MUE 7800 Practicum in Music	3				
		MUE 7750 Adv Vocal Pedagogy	2				
	9		14		6		7

Total 36 hours

*Instrumental methods options include: MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730

Sample program of study MAT (Music) Instrumental Track–36 Hours

Summer 1		Fall		Spring		Summer 2	
MUE 7100 Prof Dev Seminar I	3	MUE 7600 Instrumental Curriculum	2	MUE 7790 Clinical Practice	6	MUE 7200 Prof Dev Seminar II	3
MUE 7400 Instrument Repair	1	*MUE 7XXX Instrumental Methods	1			MUE 7700 Marching Band Tech <u>or</u> MUE 7740 Adv String Pedagogy	2
MUSC 7650 Graduate Conducting	2	*MUE 7XXX Instrumental Methods	1			MUSC 7040 Technology for Teachers	1
MUE 2999 Admission to Teacher Ed	0	MUE 7640 Gen Music Curriculum	3			*MUE 7XXX Instrumental Methods	1
MUSC 5500 Band Lit I <u>or</u> MUSC 5520 Symphonic Lit I	1	MUE 7800 Practicum in Music	3			MUSC 5510 Band Lit II <u>or</u> MUSC 5521 Symphonic Lit II	2
MUE 7370 Vocal Methods	1	*MUE 7XXX Instrumental Methods	1				
*MUE 7XXX Instrumental Methods	1	MUSC 6760 Jazz Pedagogy	1				
	9		12		6		9

Total 36 hours

*Instrumental methods options include: MUE 7330, MUE7340, MUE7360, MUE 7710, MUE 7720, MUE 7730

Prerequisites or exit/graduation requirements for transfer, BM Performance, or BA general music majors

EDUC 2120 or equivalent educational diversity course

EDUC 2130 or PSYC 7010 Educational Psychology or equivalent educational psychology course

SPEC 3000 or equivalent course

MUSC 3000 or EDUC 2110 or equivalent introduction to education course

MUSC 3100 or equivalent orchestration course

MUSC 3210 or piano proficiency exam

MUSC 3650 or equivalent beginning conducting course

- a. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.

New courses listed in italics.

- b. Append course descriptions for all courses (existing and new courses).

All course descriptions listed below.

- c. When describing required and elective courses, list all course prerequisites.

MUE 7100 Professional Development Seminar I **3-0-3**
Prerequisite: MAT (Music) majors or permission of instructor. An orientation to the field of Music Education, including pedagogy, philosophy, history, and social factors.

MUE 7200 Professional Development Seminar II **3-0-3**
Prerequisite: MAT (Music) majors and MUE 7100. A culminating course for MAT (Music) focused on edTPA, evaluating teaching, program administration, advocacy, and curriculum.

MUE 7330 Percussion Methods **0-2-1**
Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching percussion in heterogeneous groups including ethnic percussion.

MUE 7340 Low Brass Methods **0-2-1**
Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching trombone, euphonium and tuba.

MUE 7360 String Methods **0-2-1**
Prerequisite: MAT (Music) majors or permission of instructor. An orientation to and experience with the fundamentals and performance of string methods.

MUE 7370 Vocal Methods **0-2-1**
Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching vocal music.

MUE 7400 Instrument Repair **1-1-1**
Prerequisite: MAT (Music) majors or permission of instructor. An overview of basic maintenance and repair for woodwind, brass, percussion, and string instruments.

MUE 7600 Instrumental Music Curriculum **2-0-2**
Prerequisite: MAT (Music) majors, MMed majors, or permission of instructor. Grade of "S" in MUE 2999 and admission to Teacher Education. Materials and techniques of instrumental music instruction and curriculum in schools, including rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies.

- MUE 7610 Choral Curriculum** 3-0-3
Prerequisite: MAT (Music) majors, MMed majors, or permission of instructor.
Grade of "S" in MUE 2999 and admission to teacher education. Materials and techniques of choral music instruction and curriculum in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies.
- MUE 7640 General Music Curriculum** 3-0-3
Prerequisite: MAT (Music) majors or MMed majors. Review of current methods and approaches of general music education, including multicultural approaches to music teaching.
- MUE 7700 Marching Band Techniques** 1-1-2
Prerequisite: MAT (Music) majors, MMed majors, or permission of instructor. A study of marching fundamentals, drill designs, arranging issues, and other topics associated with directing a marching band. Includes the use of computer-assisted design techniques.
- MUE 7710 Flute/Clarinet/Saxophone Methods** 0-2-1
Prerequisite: MAT (Music) majors or permission of instructor. An overview of performance techniques and methods of teaching flute, clarinet, and saxophone.
- MUE 7720 Oboe/Bassoon Methods** 0-2-1
Prerequisite: MAT (Music) majors or permission of instructor. A study of techniques of performance and methods of teaching oboe and bassoon.
- MUE 7730 High Brass Methods** 0-2-1
Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques of performance and methods of teaching trumpet and horn.
- MUE 7740 Advanced String Pedagogy** 1-2-2
Prerequisite: MAT (Music) majors (string) or permission of instructor. Orientation to and experience with techniques of performance and methods of advanced string pedagogy.
- MUE 7750 Advanced Vocal Pedagogy** 1-2-2
Prerequisite: MAT (Music) majors or permission of instructor. An in-depth study of advanced vocal pedagogy designed to enhance instructional skills in private and group settings.
- MUE 7790 Clinical Practice in Music Education** 0-40-6
Prerequisites: MAT (Music) majors and MUE 7600 or 7610 in the MAT (Music) curriculum. A supervised teaching clinical practice in an appropriate educational setting for certification requirements for the MAT (Music) program.
- MUE 7800 Practicum in Music** 0-20-3
Co-requisites: MUE 7600 OR MUE 7610, MUE 7640, MUSC 7750, 2 to 4 hours of Instrumental Methods courses. A supervised field experience (15 weeks) to coordinate with MAT (Music) methods and curriculum courses.
- MUSC 5101 Graduate Diction I** 1-2-2

Prerequisite: MAT (Music) majors or permission of instructor. Advanced skills needed to sing in English and Italian.

MUSC 5102 Graduate Diction II 1-2-2

Prerequisite: MAT (Music) majors or permission of instructor. Advanced skills needed to sing in German and French.

MUSC 5500 Band Literature I 1-0-1

Study of styles and eras of band literature appropriate for performance levels I-IV.

MUSC 5510 Band Literature II 2-0-2

Prerequisite: MUE 5500. A study of styles and eras of band literature appropriate for performance levels V-VI.

MUSC 5511 Choral Literature I 2-0-2

Prerequisite: MUSC 1100 or equivalent course. A study of choral literature from the Medieval, Renaissance, and Baroque eras.

MUSC 5512 Choral Literature II 2-0-2

Prerequisite: MUSC 5511. A study of choral literature from the Classical, Romantic, and Contemporary eras.

MUSC 5520 Symphonic Literature I 1-0-1

Prerequisite: MUSC 1100 or equivalent course. A survey of Western symphonic music.

MUSC 5521 Symphonic Literature II 2-0-2

Prerequisite: MUSC 5520. A study of symphonic literature appropriate for school orchestras grades 5 through 12.

MUSC 6760 Jazz Pedagogy 1-2-1

Prerequisite: MAT (Music) majors or permission of instructor. The study of jazz teaching methods and materials, including rehearsal techniques for large and small jazz ensembles.

MUSC 7040 Technology for Teachers 1-0-1

A survey of trends and applications using technology to assist music educators enhance teaching and learning in the classroom.

MUSC 7650 Graduate Conducting 2-0-2

Prerequisite: MAT (Music) majors and MUSC 3650 or equivalent course. Conducting and rehearsal techniques used in instrumental and vocal music class. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with musicians of any age.

- d. Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.

All minutes are appended.

- e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

National Association of Schools of Music (NASM), Council for the Accreditation of Educator Preparation (CAEP), and Georgia Professional Standards Commission (GaPSC).

XII.; B.; 3. Master's Degrees in Teaching. These degrees normally provide P-12 teacher preparation curricula following the completion of a baccalaureate degree with a major in another subject; however, these degrees have different purposes at different institutions. Degrees with titles such as Master of Arts in Teaching, Master of Science in Teaching, and Master of Music in Teaching will be considered and listed by NASM as master's degrees in music only when their requirements and degree structures are consistent with specific or general master's degree formats. When the primary purpose is completion of undergraduate requirements for teacher certification, the program will be reviewed by the Commission on Accreditation, but not listed in publications of the Association.⁷

Section XII., B., 3. lists the Master's programs in Teaching options.

- f. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.

Program will allow for a full semester of Clinical Practice after completing the majority of coursework to adequately prepare for clinical student teaching pedagogical experience.

- g. If Clinical Practice or field experiences are required as part of the program, provide information documenting Clinical Practice availability as well as how students will be assigned, supervised, and evaluated.

Students will be supervised in their field experiences as part of a practicum course. Supervisors will be the Music Education coordinator, the mentor (classroom) teachers, and faculty teaching methods courses with field experience requirements. Each methods and pedagogy course will include specific field-based assignments. The field experiences will address COEHS continuous improvement Themes Level 1 and 2. Mentor teachers and university faculty will collaborate in evaluating student achievement. During the Clinical Practice

⁷http://nasm.arts-accredit.org/site/docs/Handbook/NASM_HANDBOOK_2014-15.pdf

semester, students will be evaluated three times by the mentor teacher, the University supervisor, and by a self-reflection. The University supervisor, in consultation with the mentor teacher, will submit a final summative evaluation to determine adequate success in instructional and dispositional aspects. All Clinical Practice assessments will be completed utilizing the required COEHS assessment instrument and submitted via LiveText. Finally, students will complete Education Teacher Performance Assessment (edTPA) portfolio submission and be assessed by approved national scorers for Evaluation Systems.

Field and Clinical Practice placements will be coordinated through the VSU College of Education and Human Services (COEHS) Office of Clinical Practice and Field Experience and the Department of Music. Placements will be made based on appropriateness of the setting, experience of the mentor teachers, and availability of the setting. Every attempt will be made to utilize schools within a fifty mile radius of VSU; however, Clinical Practice placements may need to be somewhat farther due to the rural nature of the local area and low number of secondary school options. Mentor teachers will be provided with assistance in organizing and implementing the field experiences and Clinical Practice by MAT (Music) program faculty.

- h. Indicate the adequacy of core offerings to support the new program.

As a graduate program, the core does not apply.

- i. Indicate the method of instructional delivery.

The MAT (Music) will be offered face-to-face on the Valdosta State University campus and students will **complete Clinical Practice** in appropriate schools throughout the Southern region of Georgia.

4. Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed packet includes official transcripts from all institutions previously attended. Students will be eligible to enroll with a completed degree in Music from an accredited program and a 2.75 GPA. For example, a Valdosta State University undergraduate would pursue the Bachelor of Arts in Music with an education track, followed by the MAT (Music) - a more intense and focused program in pedagogy and teacher preparation.

5. Availability of assistantships (if applicable).

The demands of the program and time spent in P-12 schools will **not normally allow** for assistantships.

6. Evaluation and Assessment

- a. Students will need to be admitted into College of Education.
- b. Students will need to be admitted into Graduate School.
- c. Students will need to pass or exempt the GACE program admission test before the first summer in the program.
- d. Students will need to make a grade of C or better for all courses.
- e. Students will need to submit the edTPA portfolio meeting the minimum state of Georgia standards.
- f. Students will need to attempt the GACE content exam to graduate, and pass the exam for certification.
- g. Students will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in Music Education.

7. Describe how the institution will monitor and ensure the quality of the degree program.

Within the Department of Music, the MAT (Music) program coordinator works with the Department Head to determine assessments, administration of assessments, and the review of assessments. To document, monitor, and assess overall effectiveness, all academic departments and administrative units at Valdosta State University annually prepare an Institutional Effectiveness Plan (IEP) and Institutional Effectiveness Report (IER). The plan identifies expected outcomes - including student learning outcomes to be evaluated and corresponding assessments/measures for evaluation. The subsequent report identifies the data/evidence, analysis of results, and how the results were used to make improvements. Upon completion of the Institutional Effectiveness Plan and Report, a multi-level review process occurs which includes review and feedback by the following individuals or groups: Program Coordinator, Department Head, Department Music Education Committee, Department Assessment Committee, College Assessment Committee, College Dean, and University Assessment Committee.

In addition to the annual Institutional Effectiveness process, the MAT (Music) program is subject to a complete Comprehensive Program Review. The MAT (Music) program is subject to a third year review for new programs by the National Association of the Schools of Music and as a routine review for meeting GaPSC and CAEP standards.

8. Administration of the program:

- a. Indicate where the program will be housed within the academic units of the institution.

The program will be housed in the Department of Music in the College of the Arts.

- b. Describe the administration of the program inclusive of coordination and responsibility.

The MAT (Music) program will be under the direction of graduate and education coordinators and the Head of the Department of Music. The coordinator will work internally with departmental faculty and externally with the Graduate School, the Dewar College of Education and Human Services, Academic Affairs, and other VSU administrative bodies to assess and evaluate the program. Individual courses within the MAT (Music) will be taught by academically-qualified faculty within the Department of Music.

9. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

No waiver is requested.

10. Accreditation (if applicable): Describe the program's alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

The current degrees in Music are already accredited by NASM. NASM will initiate a response for "request for Initial Plan approval" upon approval by the BOR. NASM will complete a review after three years of graduate transcripts can be supplied.

11. External Reviews (This item only applies to doctoral level programs): Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer, and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.

Does not apply.

12. Enrollment Projections and Monitoring:

- a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
- b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs *misnomer: students will be matriculating from completed BA Music to MAT.	10	15	20	20
New to the institution	2	2	2	2
Total Majors	12	17	22	22
	First FY	Second FY	Third FY	Fourth FY
Course Sections Satisfying Program Requirements				
Previously existing	14	14	14	14
New	15	15	15	15
Total Program Course Sections	29	29	29	29
	First FY	Second FY	Third FY	Fourth FY
Credit Hours Generated by Those Courses				
Existing enrollments *see above	360	540	720	720
New enrollments	72	72	72	72
Total Credit Hours	432	612	792	792

13. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process.

2020

14. Describe anticipated actions to be taken if enrollment does not meet projections.

If program does not meet projections, plans would include deactivation of program and redesign to a full undergraduate degree program with a two year master's degree available.

15. Faculty Qualifications & Capacity:

- a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

TT-Tenure Track; NT-non track; *new adjunct hire

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Bradshaw, Eric	Associate Tenured	MM	MM., BS. Ed.	Music	Conductor-Marching Band Concert Band, Education	Full-time 12 month
Brashier, Joe	Professor Tenured	DMA	DMA, MME, BME	Music	Conductor, Wind Ens., Education	Full-time 12 month
Cain, Joren	Associate Tenured	DMA	DMA, MM, BA	Music	Saxophone, Jazz	Full-time 10 month
Campiglia, Paul	Lecturer NT	MM	MM, BA	Music	Percussion, Jazz	Full-time 10 month
Corbin, Lynn	Emerita Adjunct	PhD	PhD, MA, BME	Music	Education, Choral	Part-time
Eischeid, Susan	Professor Tenured	DMA	DMA, MM, BM	Music	Oboe, History	Full-time 10 month
Frost, Guy	Staff NT	Ed.S.	Ed.S, MLS, BME	Library	Music Research	Part-time
Geldrich, Peter	Assistant TT	DMA	DMA, MM, BM	Music	Clarinet, World Music	Full-time 10 month
Goode, Elizabeth	Professor Tenured	DMA	DMA, MM, MMA, BM	Music	Flute, Theory	Full-time 10 month
Grady, Melissa	Assistant TT	PhD	PhD, MME, BME	Music	Education, Choral, General	Full-time 10 month
Hardesty, Tamara	Assistant NT	DMA	DMA, MM, BM	Music	Voice, Opera	Full-time 10 month
Hsu, Howard	Assistant NT	DMA	DMA, MM, BS	Music	Conducting, Orchestra	Full-time 10 month
Indergaard, Lyle	Professor Tenured	DMA	DMA, MM, BA	Music	Piano, Collaborative	Full-time 10 month
Jang, Hue	Assistant NT	DMA	DMA, MM, BM	Music	Piano, Pedagogy	Full-time 10 month
Johns, Kristen	Associate Tenured	DMA	DMA, MM, BM	Music	Horn, Brass Pedagogy	Full-time 10 month
Johnson, David	Emeritus Adjunct	EdD	EdD, MCM, BCM, BM	Music	Voice, Conducting	Part-time
Kirk, Kenneth	Professor Tenured	PhD	PhD, MA, BA	Music	Trumpet, Theory	Full-time 10 month
Leavitt, Tod	Lecturer NT	DMA	DMA, MM, BA Ed.	Music	Double Bass, Education	Full-time 10 month
Lowe, Shannon	Associate TT	DMA	DMA, MM, BME	Music	Bassoon, Theory	Full-time 10 month
Lutz, Nina	Lecturer NT	MM	MM, BM	Music	Violin, Piano	Full-time 10 month

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Mikkelsen, Carol	Emerita Adjunct	DMA	DMA, MM, BME	Music	Voice	Part-time
Morris, David	Professor Tenured	PhD	PhD, MM, BSed.	Music	Percussion, Theory	Full-time 10 month
*Kilgard, Frank	Adjunct	MMed	MMed, BME	Music	Instrument Repair	Part-time
Krueger, Carol	Associate TT	DMA	DMA, MM, BME	Music	Conducting, Choral, Education	Full-time 10 month
Paoletti, Karl	Assistant TT	DMA	DMA, MM, BME	Music	Voice, Opera	Full-time 10 month
Pfeifer, Kristin	Lecturer NT	DMA	DMA, MM, BM	Music	Violin	Full-time 10 month
Rowland, Daniel	Lecturer NT	DMA	DMA, MM, BME	Music	Tuba, Music Technology	Full-time 10 month
Santiago, Nephtali	Adjunct	MM	MM, BA	Music	Guitar	Part-time
Shrader, James	Professor Tenured	PhD	PhD, MM, BME	Music	Voice, Conducting	Full-time 10 month
Springfield, David	Assistant TT	MM	MM, BM	Music	Piano, Jazz	Full-time 10 month
Springfield, Maila	Instructor NT	MM	MM, BM	Music	Piano, Collaborative	Full-time 10 month
Taylor, Steve	Lecturer NT	MM	MM, BM	Music	Cello	Full-time 10 month

Note 1: In addition to music education courses, faculty assist with methods courses.

Total Number of Faculty: 32

- b. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

One new adjunct faculty member needs to be hired to teach the new Instrument Repair course.

Qualifications: Music degree and instrument maintenance and repair experience.

Adjunct faculty may be needed to serve as Clinical Practice supervisors once the program grows to a size where that is needed.

Qualifications: Music Education degree, CAPS instrument training, three years teaching experience in P-12 schools.

- c. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

The new MAT (Music) design is a replacement of current BME degree, so required faculty are already in place and currently teaching regular full loads. A full load consists of twelve hours teaching and three hours of service/professional development.

List of current faculty available for MAT (Music) below:

Required core courses

MUE 2999	Admission to Teacher Education (Bradshaw/Grady/Brashier)
MUE 7100	Professional Development Seminar I (Grady)
MUE 7200	Professional Development Seminar II (Grady)
MUE 7640	General Music Curriculum (Grady)
MUE 7800	Practicum in Music (Grady)
MUE 7790	Clinical Practice in Music Education (Grady/Corbin/Brashier/Bradshaw/Leavitt)
MUSC 7040	Technology for Teachers (Farwell)
MUSC 7650	Graduate Conducting (Brashier/Krueger)

Choral Track with methods courses listed below

MUE 7610	Choral Curriculum (Grady/Krueger)
MUE 7750	Advanced Vocal Pedagogy (Paoletti/Shrader)
MUSC 5101	Graduate Diction I (Hardesty/Paoletti/Shrader)
MUSC 5102	Graduate Diction II (Hardesty/Paoletti/Shrader)
MUSC 5510	Choral Literature I (Krueger/Grady)
MUSC 5511	Choral Literature II (Krueger)

Instrumental Track with methods courses listed below

MUE 7370	Vocal Methods (Paoletti/Shrader/Grady/Krueger)
MUE 7400	Instrument Repair (Kilgard)
MUE 7600	Instrumental Curriculum (Brashier)
MUE 7700	Marching Band Techniques (Bradshaw/Brashier)
MUE 7740	OR Advanced String Pedagogy (Leavitt)
MUSC 5500	Band Literature I (Brashier/Bradshaw)
MUSC 5520	OR Symphonic Literature I (Hsu)
MUSC 5510	Band Literature II (Bradshaw/Brashier)
MUSC 5521	OR Symphonic Literature II (Hsu)
MUSC 6760	Jazz Pedagogy (Springfield)

Instrumental Methods

MUE 7330	Percussion Methods (Campiglia/Morris)
MUE 7340	Low Brass Methods (Farwell/Rowland)
MUE 7360	String Methods (Leavitt/Pfeiffer/Hodges)
MUE 7710	Flute/Clarinet/Saxophone Methods (Goode/Geldrich/Cain)
MUE 7720	Oboe/Bassoon Methods (Eischeid/Lowe)
MUE 7730	High Brass Methods (Kirk/Johns)

16. Budget – Complete the form below and **provide a narrative to address the following:**

a. For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

Personnel:

Additional adjunct faculty will be needed at Master's pay rate of \$2,000 per three hour course. Additional part-time Clinical Practice supervisors may need to be hired at the regular adjunct rate. Current rate of pay for adjunct faculty is: \$2,000 for Master's degree, \$2,300 with Doctorate.

Library:

Library will continue to provide research materials for program; requests for new materials will come from regular library funds for the year.

Equipment:

Equipment needed for teaching all courses for (MAT) Music are already in place. Regular maintenance and repair of equipment is part of department planning and budget. No new funding will be needed for equipment.

Laboratories:

Current laboratory spaces are available for all class delivery. No new laboratories are needed for this proposal.

Supplies:

No new supplies are needed.

Capital Expenditures at program start-up:

Other than the additional money for summer pay, no new capital expenditures will be needed or recurring.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

The program will be able to operate with normal assignments of faculty loads.

b. For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following:

- 1. Source of existing funds being reallocated.

Existing funds will be reallocated from departmental monies supporting the deactivated Bachelor of Music in Music Education.

- 2. How the existing resources will be reallocated to specific costs for the new program.

Funds for summer instruction exist in the current Academic Affairs budget.

- 3. The impact the redirection will have on units that lose funding.

No other University unit will lose funding.

- ii. Explain how the new tuition amounts are calculated.

All students pay full graduate tuition costs and fees as set by the University. Revenue calculated based on graduate tuition.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

Students will be required to pay:

\$129 for GACE Program Admission Test

\$170 for GACE Music Test

\$300 for the edTPA Certification Test

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

No current grants are being used or applied for this program.

- v. If other revenue is included, identify the source(s) of this revenue and the amount of each source.

Summer funding will come from Academic Affairs. Amount will vary from first to second year, but then remain consistent from that point forward. Current summer estimates are between \$20,000-25,000.

- c. When Grand Total Revenue is not equal to Grand Total Costs:

i. N/A

ii. N/A

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii) 10 month summer pay	16,780	28,360	28,360	28,360
Faculty 12 month 3 total in Department	0	0	0	0
Part-time Faculty (see 15 a.ii)	0	0	0	0
Graduate Assistants (see 15 a.ii)	0	0	0	0
Administrators(see 15 a.ii)	0	0	0	0
Support Staff (see 15 a.ii)	0	0	0	0
Fringe Benefits	0	0	0	0
Other Personnel Costs				
Total Existing Personnel Costs	16,780	28,360	28,360	28,360
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty	1,320	1,320	2,640	2,640
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	0	0	0
Other personnel costs	0	0	0	0
Total New Personnel Costs	1,320	1,320	2,640	2,640
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	0	0	0	0
Equipment	0	0	0	0
Other	0	0	0	0
Physical Facilities: construction or renovation (see section on Facilities)	0	0	0	0
Total One-time Costs	0	0	0	0

Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	0	0	0	0
Travel	0	0	0	0
Equipment	0	0	0	0
Library/learning resources	0	0	0	0
Other	0	0	0	0
Total Recurring Costs	0	0	0	0
GRAND TOTAL COSTS	18,100	26,680	31,000	31,000
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii) (2014 rates)	30,967	59,505	79,340	79,340
Federal funds	0	0	0	0
Other grants (see 15 b.iv)	0	0	0	0
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).	0	0	0	0
Other (see 15 b.v)				
New state allocation requested for budget hearing	0	0	0	0
GRAND TOTAL REVENUES	30,967	59,505	79,340	79,340
Nature of Revenues	Tuition	Tuition	Tuition	Tuition
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	12,867	32,825	48,340	48,340

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

16. Facilities—Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	7,360
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required	No
ii.	Existing space will require modification	No
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.	No
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.	No
vi.	Existing space will be used as is	Yes
c.	If new space is anticipated, provide information in space below.	
i.	Estimated construction cost	N/A
ii.	Estimated total project budget cost	N/A
iii.	Proposed source of funding	N/A
iv.	Availability of funds	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	N/A
d.	If existing space will be used, provide information in space below.	

<p>Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.</p>				
<p>Fine Arts Building, COA, 1st and 2nd floor of building</p>				
<p>e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)</p>				
<p>i.</p>	<p>No. of Spaces</p>	<p>Type of Space: Fine Arts Building</p>	<p>Number of Seats</p>	<p>Assignable Square Feet (ASF)</p>
	3	Classrooms	35	800 X 3 = 2,400
	3	Labs (dry)	30/75	1,120/1,860 = 2,980
	0	Labs (wet)	0	0
	1	Meeting/Seminar Rooms	8	300
	7	Offices		240 X 7 = 1,680
		Other (specify)		
<p>Total Assignable Square Feet (ASF)</p>				<p>7,360</p>
<p>ii. If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.</p>				
<p>N/A</p>				
<p>Chief Business Officer or Chief Facilities Officer Name & Title</p>		<p>Phone No.</p>	<p>Email Address</p>	
<p>Traycee Martin</p>		<p>229-333-5708</p>	<p>tmartin@valdosta.edu</p>	
		<p>Signature</p>		
<p><i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i></p>				

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Master of Arts in Teaching (MAT): Choral Track
Department of Music

SUMMER 1	
MUE 7100 Professional Development Seminar I	3
MUSC 7650 Graduate Conducting	2
MUSC 5101 Graduate Diction 1	2
MUE 2999 Admission to Teacher Education	0
MUSC 5511 Choral Literature I	2
Total hours	9
Milestones: Receive a "C" or higher in all music courses. Complete all requirements for admission to teacher education: GACE Program Admission Test, LiveText purchase and activation, ethics test, GACE Content Test.	

YEAR 1			
MUE 7XXX Instrumental Methods*	1	MUE 7790 Clinical Practice	6
MUE 7640 General Music Curriculum	3		
MUSC 5102 Graduate Diction 2	2		
MUE 7610 Choral Curriculum	3		
MUE 7750 Advanced Vocal Pedagogy	2		
MUE 7800 Practicum in Music	3		
Total hours	14	Total hours	6
Milestones: *Instrumental methods options include: MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730. Receive a "C" or higher in all music courses. Maintain 3.0 to be eligible for teaching certification.			

SUMMER 2	
MUE 7200 Professional Development Seminar II	3
MUE 7XXX Instrumental Methods*	1
MUSC 5512 Choral Literature II	2
MUSC 7040 Technology for Teachers	1
Total hours	7
Milestones: Receive a "C" or higher in all music courses. Complete edTPA portfolio (\$300). Maintain 3.0 to be eligible for teaching certification.	

Master of Arts in Teaching (MAT): Instrumental Track
Department of Music

SUMMER 1	
MUE 7100 Professional Development Seminar I	3
MUSC 7650 Graduate Conducting	2
MUE 7400 Instrument Repair	1
MUE 2999 Admission to Teacher Education	0
MUSC 5500 Band Literature I <i>or</i> MUSC Symphonic Literature I	1
MUE 7370 Vocal Methods	1
MUE 7XXX Instrumental Methods*	1
Total hours	9
Milestones: *Instrumental methods options include: MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730. Receive a "C" or higher in all music courses. Complete all requirements for admission to teacher education: GACE Program Admission Test, LiveText purchase and activation, ethics test, GACE Content Test.	

YEAR 1			
MUE 7XXX Instrumental Methods*	1	MUE 7790 Clinical Practice	6
MUE 7XXX Instrumental Methods*	1		
MUE 7XXX Instrumental Methods*	1		
MUSC 6760 Jazz Pedagogy	1		
MUE 7600 Instrumental Music Curriculum	2		
MUE 7640 General Music Curriculum	3		
MUE 7800 Practicum in Music	3		
Total hours	12	Total hours	6
Milestones: *Instrumental methods options include: MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730. Receive a "C" or higher in all music courses. Maintain 3.0 to be eligible for teaching certification.			

SUMMER 2	
MUE 7200 Professional Development Seminar II	3
MUE 7700 Marching Band Techniques <i>or</i> MUE 7740 Advanced String Pedagogy	2
MUSC 7040 Technology for Teachers	1
MUSC 5510 Band Literature II <i>or</i> MUSC 5521 Symphonic Literature II	2
MUE 7XXX Instrumental Methods*	1
Total hours	9
Milestones: *Instrumental methods options include: MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730. Receive a "C" or higher in all music courses. Complete edTPA portfolio (\$300). Maintain 3.0 to be eligible for teaching certification.	

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

SEP 25 2015

Date of Submission: 09/02/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:

Music

Faculty Member Requesting:

Melissa Grady

Proposed New Course Prefix & Number:

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

MUE 7100

Proposed New Course Title:

Professional Development Seminar I

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Prof Dev Seminar I

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MAT (Music) majors or permission of instructor. An orientation to the field of Music Education, including pedagogy, philosophy, history, and social factors.

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: Council for the Accreditation of Educator Preparation (CAEP) accreditation requires field experience.

Other: The Department of Music has submitted a proposal for a new degree, the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7100 Professional Development Seminar I will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. MUE Advisory Committee support and CAEP accreditation standards.

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

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

Approvals:		
Dept. Head:	<i>57 July</i>	Date: <i>9/4/15</i>
College/Division Exec. Comm.:	<i>[Signature] UG</i>	Date: <i>9/8/15</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7100 PROFESSIONAL DEVELOPMENT SEMINAR I

3-0-3

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email: TBA

Phone: TBA

Office: TBA

Office Hours: TBA

CATALOG DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. An orientation to the field of Music Education, including pedagogy, philosophy, history, and social factors.

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

1. Survey and report on the history of the development of American schools and the status of music education in the curriculum of public schools. **NASM 1, 3; InTASC 4, 5; EDL 1.1, CPL 1.1, 1.2, 1.3, DL 1.1, 1.3, 2.1**
2. Identify philosophical systems operant in the origin and development of schools in the United States and the implications of philosophical positions on the justification of music in public schools. **NASM 1, 3; InTASC 4, 5; EDL 1.1, CPL 1.1, 1.2, 1.3, DL 1.1, 1.3, 2.1**
3. Discuss the sociological implications of music in public schools. **NASM 1, 3; InTASC 4, 5; EDL 1.1, CPL 1.1, 1.2, 1.3, DL 1.1, 1.3, 2.1**
4. Discuss major current issues and trends in music education. **NASM 1, 3; InTASC 4, 5; EDL 1.1, CPL 1.1, 1.2, 1.3, DL 1.1, 1.3, 2.1**
5. Reflect on examples of community involvement, legal, and ethical behavior in music programs and schools. **NASM 1, 3; InTASC 9; EDL 1.1, EDL 2.1, 2.2**
6. Evaluate music curricula, identify areas to be strengthened, and develop ways to implement curricular innovations. **NASM 1, 3; CPL 1.1, 1.2, 1.3, DL 1.3**
7. Develop performance-based curricula based on conceptual learning and musical growth. **NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; CPL 1.1, 1.2, 1.3, 2.1, 2.2**
8. Develop music lessons that follow appropriate sequence, that teach for conceptual musical understanding, and that are age appropriate **InTASC 1, 2, 3, 4, 5, 6, 7, 8; NASM 1.2, 1.4, 4.2, 5.1, 5.2, 6.2, 6.3, 6.4, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; CPL 1.1, 1.2, 1.3, 2.1, 2.2 DL 1.3, TL 1.1, 1.2, 1.3, 2.1, 2.2**
9. Utilize technology, specifically the Internet, to obtain resources for lesson material. **InTASC 7, 8; NASM 5.2; TL 1.1, 1.2, 1.3, 2.1, 2.2**
10. Articulate the benefits of music instruction. **InTASC 10; CPL 1.1, 1.2, 1.3**
11. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. **InTASC 6; NASM 8.6; CPL 1.3, 2.1**

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

Lecture Courses:

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

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**The above guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

NASM Standards for Initial Certification in Music

In addition to the common core of musicianship and general studies for the Bachelor of Arts in Music, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. (NASM Handbook <http://nasm.arts-accredit.org/index.jsp?page=Standards-Handbook>)

a. Desirable Attributes, Essential Competencies, and Professional Procedures

The prospective music teacher should have:

1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
4. The ability to articulate logical rationales for music as a basic component of general education and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
6. The ability to evaluate ideas, methods and policies in the arts, the humanities and in arts education for their impact on the musical and cultural development of students.
7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

The following competencies and procedures provide means for developing these attributes:

b. Music Competencies. The following standards provide a framework for developing and evaluating a wide variety of candidate competencies. (NASM Handbook):

- **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.
- **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups and in classroom situations.
- **Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.

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- **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily and classroom performance activities.

NASM Standards for a Master's Degree in Music Education (NASM Handbook)

- Students demonstrate advanced competencies in music education.
- Students gain knowledge and skills in one or more fields of music outside the major such as performance, conducting, theory and analysis, history and literature.
- Students develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

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InTASC Model Core Teacher Standards*

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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EVALUATION: will be based on oral and written assignments, sample lessons, contributions to classroom activities and discussions, and professionalism.

Evaluation Criteria and Procedures:

Grading Scale: Grades for this course will be based on the following percentages:

92-100%	A
85-91%	B
78-84%	C
70-77%	D
below 70%	Failing

**Candidates must receive C or better in this class to qualify for teacher certification or to graduate.*

ASSIGNMENTS

- Read assignments from source materials and respond to focus questions pertaining to social factors, current issues and trends and philosophical systems related to music education during class discussions. **NASM 1, 3; InTASC 4, 5; EDL 1.1, CPL 1.1, 1.2, 1.3, DL 1.1, 1.3, 2.1** **150 points**
- Investigate examples of community involvement, legal, and ethical behavior in music programs and schools by contacting local music professionals, central office personnel, and parents. Present a report to the class. **NASM 1, 3; InTASC 9; EDL 1.1, EDL 2.1, 2.2** **50 points**
- Examine examples of district music curricula. Evaluate these by using the rubric provided. Identify areas of strength, areas that need to be strengthened, and provide suggestions to implement curricular innovations. Submit in LiveText and provide a report to the class. **NASM 1, 3; CPL 1.1, 1.2, 1.3, DL 1.3** **50 points**
- Develop 4 performance-based lesson plans based on conceptual learning, use of academic language, and the GPS for Music. Plans must follow appropriate sequence, teach for conceptual musical understanding, and that are age appropriate. Teach the class using the plan. Submit in LiveText. **InTASC 1, 2, 3, 4, 5, 6, 7, 8; NASM 1.2, 1.4, 4.2, 5.1, 5.2, 6.2, 6.3, 6.4, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; CPL 1.1, 1.2, 1.3, 2.1, 2.2 DL 1.3, TL 1.1, 1.2, 1.3, 2.1, 2.2** **100 points**
- Utilize technology, specifically the Internet, to obtain resources for lesson material. Include an interactive technology activity in one of the lesson plans. **InTASC 7, 8; NASM 5.2; TL 1.1, 1.2, 1.3, 2.1, 2.2** **25 points**
- Develop a presentation to the School Board that will articulate the benefits of music instruction. **InTASC 10; CPL 1.1, 1.2, 1.3** **25 points**

Syllabus

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:
FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Syllabus

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Melissa Grady

Proposed New Course Prefix & Number:

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

MUE 7200

Proposed New Course Title:

Professional Development Seminar II

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Prof Dev Seminar II

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MAT (Music) majors and MUE 7100. A culminating course for MAT (Music) focused on edTPA, evaluating teaching, program administration, advocacy, and curriculum.

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: Council for the Accreditation of Educator Preparation (CAEP) accreditation requires field experience.
- Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7200 Professional Development Seminar II will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. MUE Advisory Committee support and CAEP accreditation standards.
- 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, departmental assessments, and alumni surveys.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and assignments.
- Other:

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

Approvals:		
Dept. Head:	<i>Sy Zomy</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>[Signature] CE</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 10.7.15
Graduate Dean: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 10.7.15
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7200 PROFESSIONAL DEVELOPMENT SEMINAR II

3-0-3

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email: TBA

Phone: TBA

Office: TBA

Office Hours: TBA

CATALOG DESCRIPTION: Prerequisite: MAT (Music) majors and MUE 7100. A culminating course for MAT (Music) focused on edTPA, evaluating teaching, program administration, advocacy, and curriculum.

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

1. Complete and submit the edTPA portfolio. **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, EDL 1.1, AL 1.1, 1.2, 1.3, 2.1, 2.3, CPL 1.1, 1.2, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3**
2. Apply criteria for the evaluation of teaching, their own and that of others. **InTASC 9, EDL 2.1, 2.2**
3. Present a program budget including fundraising, grant writing, and allocation of resources. **EDL 1.1, 1.2, EDL, 3.2**
4. Discuss major current issues and trends in music education including: NCLB, prayer in schools, professional ethics, Common Core Standards in Music, Common Core politics as they affect schools. **NASM 1, 3; InTASC 4, 5; EDL 1.1, 1.2**
5. Evaluate and analyze recent research in Music Education. **NASM 1, 3; InTASC 4, 5; DL 2.1; EDL 1.1**
6. Reflect on examples of community involvement, legal, and ethical behavior experienced during clinical practice. **NASM 1, 3; InTASC 9; DL 2.2, 2.3, CPL 2.1**
7. Develop performance-based curricula based on conceptual learning and musical growth. **NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; CPL 1.3, 2.1, 2.2,**
8. Synthesize and express ideas gained from readings, lectures, and discussions. **NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; CPL 1, 2, 3; EDL 1.2, 2.1**
9. Utilize technology, specifically the Internet, to obtain resources and materials for teaching. **InTASC 7, 8; NASM 5.2; TL 1.1, 1.2, 1.3, 2.1, 2.2**
10. Articulate the benefits of music instruction. **InTASC 10; EDL 1.1, 1.2, 2.1**
11. Develop strategies for advocating music instruction in schools. **NASM 3, InTASC 10, EDL 3.2**
12. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. **InTASC 6; NASM 8.6; CPL 1.3**

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

Lecture Courses:

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

Syllabus

**The above guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

NASM Standards for Initial Certification in Music

In addition to the common core of musicianship and general studies for the Bachelor of Arts in Music, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship.

(NASM Handbook <http://nasm.arts-accredit.org/index.jsp?page=Standards-Handbook>)

a. Desirable Attributes, Essential Competencies, and Professional Procedures

The prospective music teacher should have:

- Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
- The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
- The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
- The ability to articulate logical rationales for music as a basic component of general education and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
- The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
- The ability to evaluate ideas, methods and policies in the arts, the humanities and in arts education for their impact on the musical and cultural development of students.
- The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

The following competencies and procedures provide means for developing these attributes:

b. Music Competencies. The following standards provide a framework for developing and evaluating a wide variety of candidate competencies. (NASM Handbook)

- **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.
- **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups and in classroom situations.
- **Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.

Syllabus

- **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily and classroom performance activities.

NASM Standards for a Master's Degree in Music Education (NASM Handbook)

- Students demonstrate advanced competencies in music education.
- Students gain knowledge and skills in one or more fields of music outside the major such as performance, conducting, theory and analysis, history and literature.
- Students develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

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InTASC Model Core Teacher Standards*

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*InTASC standards [http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)

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EVALUATION: will be based on oral and written assignments, sample lessons, contributions to classroom activities and discussions, and professionalism.

Evaluation Criteria and Procedures:

Grading Scale: Grades for this course will be based on the following percentages:

92-100%	A
85-91%	B
78-84%	C
70-77%	D
below 70%	Failing

**Candidates must receive C or better in this class and pass edTPA to qualify for teacher certification or to graduate.*

Description of Assignments/Categories

- **edTPA Portfolio.** Complete all elements of the edTPA portfolio and submit for national review and state teacher certification. **DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, EDL 1.1, AL 1.1, 1.2, 1.3, 2.1, 2.3, CPL 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3**
200 points
- **TKES Evaluation.** Using one of the video clips from your Internship, evaluate yourself using the Teacher Keys Effectiveness System as if you were a principal. Prepare an outline of what you would tell "the teacher" as to what was exemplary, proficient, needs improvement, or ineffective. Develop a professional development plan. **EDL 2.1, 2.2**
25 points
- **Program Budget and Facilities.** Develop a budget for an ensemble of your choosing or for an elementary general music program. Include recurring costs as well as a long-range plan for equipment/uniform/materials acquisition. Assume that this is for a new school and also design an ideal class/rehearsal room. **EDL 1.1, 1.2, EDL, 3.2**
50 points
- **Lead a Class Discussion.** Select a topic from the provided list and identify readings for the class. Develop thought-provoking questions and lead the class in a professional discussion. **NASM 1, 3; InTASC 4, 5; EDL 1.1, 1.2**
50 points
- **Research Report.** Select a research article from the Journal of Research in Music Education (JRME) or Journal of Music Teacher Education (JMTE) or similar peer-reviewed research publication. Write an abstract and summary of the project. Comment on the usefulness of the research and its findings. **NASM 1, 3; InTASC 4, 5; DL 2.1; EDL 1.1**
25 points
- **School Scenario.** Develop a "what would you do" scenario based on an event during your Internship related to student behavior, grades, parent involvement, the handling of money, colleague behavior and/or other topic. Lead the class in a discussion of relevant issues that affected the decisions and determine if better alternatives were available. **NASM 1, 3; InTASC 9; DL 2.2, 2.3, CPL 2.1**
25 points

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- **Resources.** Using the Internet, develop a list of on-line and other resources for technology-enhanced instruction in music, advocacy, Common Core Standards in Music, the GPS, supplemental resources for repertoire, supplemental resources for general music. Submit an annotated bibliography in LiveText and provide an electronic copy for each member of the class. Be prepared to show several of the resources to the class. **InTASC 7, 8; NASM 5.2; TL 1.1, 1.2, 1.3, 2.1, 2.2**
50 points
- **Advocacy Statement.** Write a one-page essay on the benefits of music instruction for presentation to the school board who intends to cut or modify music programs that may affect the programs in negative ways. **InTASC 10; EDL 1.1, 1.2, 2.1, EDL 3.2**
25 points
- **Assessment.** Select 3 standards from the GPS at two levels. Develop performance-based assessments for each standard. The standards must be from 3 different categories. **InTASC 6; NASM 8.6; CPL 1.3**
75 points

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a

Syllabus

second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

SEP 25 2015

Date of Submission: 09/02/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:

Music

Faculty Member Requesting:

Paul Campiglia

Proposed New Course Prefix & Number:

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

MUE 7330

Proposed New Course Title:

Percussion Methods

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Percussion Methods

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

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: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching percussion in heterogeneous groups including ethnic percussion.

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: NASM

Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7330 Percussion Methods will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

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

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

Approvals:		
Dept. Head:	<i>29 July</i>	Date: <i>9/9/15</i>
College/Division Exec. Comm.:	<i>MLG</i>	Date: <i>9/8/15</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>9/5/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jella</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. Jella</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

MUE 7330 PERCUSSION METHODS

0-2-1

Days/Time: TBA

Instructor: Paul Campiglia

Office: FA1018A

Classroom: FA1039A

Email: pcampigl@valdosta.edu Phone: 229-249-2711

Office Hours: TBA

CATALOG DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching percussion in heterogeneous groups including ethnic percussion.

RATIONALE: This course aims to give students initial exposure to the main teaching philosophies and methods of percussion teaching currently in use, as well as exploring the development of percussion teaching, rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies. The course is for education majors seeking to develop their teaching skills and knowledge of pedagogical repertoire, techniques and materials.

TEXT: Cook, Gary D. Teaching Percussion, 2d ed. , New York: Schirmer Books, 1997.

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

1. Students will learn relevant teaching techniques to enhance their understanding of the performance practices associated with percussion instruments. **NASM 2.2, 6; InTASC 4, 5, 7, 8; CPL_{1.1,1.2,1.3}**
2. Students will demonstrate basic proficiency on various percussion instruments (snare drum/keyboard percussion/timpani) **NASM 1.5, 6; InTASC 1, 4, 5; CPL_{1.1,1.2,1.3}**
3. Students will demonstrate the ability to instruct grade school percussion instrumentalists in microteaching sessions. **NASM 1.4, 7.3, 7.4, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.2}**
4. Students will observe grade school sectional or ensemble rehearsals and provide feedback about the instructional method utilized by the ensemble director. **NASM 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}**

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

Laboratory Courses:

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

***These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

MUE 7330 PERCUSSION METHODS

0-2-1

Days/Time: TBA

Instructor: Paul Campiglia

Office: FA1018A

Classroom: FA1039A

Email: pcampigl@valdosta.edu Phone: 229-249-2711

Office Hours: TBA

CATALOG DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. Techniques of performance and methods of teaching percussion in heterogeneous groups including ethnic percussion.

RATIONALE: This course aims to give students initial exposure to the main teaching philosophies and methods of percussion teaching currently in use, as well as exploring the development of percussion teaching, rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies. The course is for education majors seeking to develop their teaching skills and knowledge of pedagogical repertoire, techniques and materials.

TEXT: Cook, Gary D. Teaching Percussion, 2d ed. , New York: Schirmer Books, 1997.

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

1. Students will learn relevant teaching techniques to enhance their understanding of the performance practices associated with percussion instruments. **NASM 2.2, 6; InTASC 4, 5, 7, 8; CPL_{1.1,1.2,1.3}**
2. Students will demonstrate basic proficiency on various percussion instruments (snare drum/keyboard percussion/timpani) **NASM 1.5, 6; InTASC 1, 4, 5; CPL_{1.1,1.2,1.3}**
3. Students will demonstrate the ability to instruct grade school percussion instrumentalists in microteaching sessions. **NASM 1.4, 7.3, 7.4, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.2}**
4. Students will observe grade school sectional or ensemble rehearsals and provide feedback about the instructional method utilized by the ensemble director. **NASM 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}**

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

Laboratory Courses:

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

***These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

Syllabus

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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE REQUIREMENTS/ASSIGNMENTS:

1. Attendance/Participation is essential as new playing techniques will be presented in each class session. Topics from reading assignments will be discussed at each class session. Each missed class reduces the grade by 5%. **CPL 1.1**

2. Proficiency Examinations will be given on three percussion instruments to be determined. 60 minutes of outside of class weekly practice is expected. **CPL 1.1, 1.2**

3. Written Field Observation Reports (3) will be given as scheduled. The writer may not be a performer in the observed program. The observed ensemble must be live; no videos are acceptable. The typed reports must include observations of technical aspects as well as teaching aspects. **CPL 1.1, 1.2**

4. Written Examinations (2) will be taken. The exams will be based on the different areas of percussion. **CPL 1.1, 1.2**

5. Teaching Lessons (3) is required. One lesson will be a peer lesson and two will be micro-teaching in the field. **CPL 1.1, 1.2**

COURSE EVALUATION

- 30% Three playing tests at 10% each
- 10% Two public school observation reports at 5% each.
- 30% Two written exams at 15% each
- 30% Teaching three lessons at 10% each (two micro-teaching and one peer teaching)

Grading Scale Grades for this course will be based on the following:

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

A minimum passing grade of "C" is required for teacher certification.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

STUDENT OPINION OF INSTRUCTION:

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CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

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[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/4a NASM PAMA NMH-Student Guide-Standard June%202014.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf)

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf)

There is no food, drink, computer, or cell phones allowed in the classroom!!!

This Document May Be Changed At the Discretion of the Instructor

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

SEP 25 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Request:
Music

Faculty Member Requesting:
Kristen Johns

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
MUE 7340

Proposed New Course Title:
Low Brass Methods

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Low Brass Methods

Semester/Year to be Effective:
Summer 2016

Estimated Frequency of Course Offering:
Once per year

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: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching trombone, euphonium, and tuba.

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: NASM
- Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7340 Low Brass Methods will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

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

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

Approvals:		
Dept. Head:	<i>Jay Fultz</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>UM</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Zapp</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. Zapp</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7340 LOW BRASS METHODS

0-2-1

Days/Time: TBD

Classroom: TBD

Instructor: TBD

Email: TBD

Phone: TBD

Office Room: TBD

Office hours: TBD

CATALOGUE DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching trombone, euphonium and tuba.

RATIONALE: This course is designed to develop students understanding of the fundamentals of brass instruments at the elementary, middle, and high school levels. Students will be exposed to pertinent solo, pedagogical and other reference literature.

TEXT:

Teaching Brass: A Guide for Students and Teachers. Vining, David. Mountain Peak Music, Arizona, 2010. New Text Required to include Unique Access Code for lifetime access to the website.

Newell Long. *Rubank Elementary Method, Trombone & Baritone*

Nilo Hovey. *Rubank Elementary Method, Tuba*

REQUIRED MATERIALS:

A brass instrument maintenance kit including: valve oil, slide grease, spray water bottle, Slide-o-mix.

COURSE OBJECTIVES: Upon successful completion of this course:

1. Students will learn relevant teaching techniques to enhance their understanding of the performance practices associated with all brass instruments. **NASM 2.2, 6; InTASC 4, 5, 7, 8; CPL_{1.1,1.2,1.3}**
2. Students will demonstrate proficiency on two of three brass instruments: trombone, and tuba or euphonium. **NASM 1.5, 6; InTASC 1, 4, 5; CPL_{1.1,1.2,1.3}**
3. Students will demonstrate the ability to instruct grade school brass instrumentalists in microteaching sessions. **NASM 1.4, 7.3, 7.4, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.2}**
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*InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

ASSIGNMENTS:

- **Performance quizzes (2 total)**—At the end of each instrument unity, the student will be required to play assigned scales, lip slurs, and excerpts. Additionally, the student will be required to complete a written quiz, which covers pedagogical aspects of that instrument. Students are expected to utilize practice time outside of class, supplementary materials distributed in class, and required texts to help them to prepare for performance and pedagogy quizzes. **NASM 1.5, 6; InTASC 4,5; CPL_{1.1,1.2,1.3}; CO 1,2**
- **Field Observations (2 total)—LEVEL I EXPERIENCE**
Students will observe a band director instructing an ensemble that includes brass students performing either with the band or as a separate group. The student will keep a log using the field experience form in this syllabus as a model of their observation and critique the instruction. The band director must sign the form in order to certify the field experience. Signed forms and critiques must be added to the Brass Methods Notebook for students to receive credit. **NASM 6, 7, 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}; CO 4**
- **Microteaching Field Sessions (2 total)—LEVEL II EXPERIENCE**
Students will individually instruct a group of grade school brass instrumentalists at a local school. Before the microteaching sessions, each student will be required to submit a lesson plan. Students will be given advance notice of the type of instructional situation they will encounter in order to prepare the lesson plan accordingly. Each microteaching session must last a minimum of 10 minutes, but no longer than 15 minutes. The instructor will assess each student using a rubric and will return lesson plans to students at the end of the semester. **NASM 1.5, 4.2, 6, 7, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.2}; CO 1, 3; AL_{2.1, 2.2} and FL_{2.1}**
- **Low Brass Methods Notebook**—Students are required to submit a notebook in a three ringed binder by the last day of class. The notebook should contain class handouts, notes, articles, field observations/logs, and other supplementary materials the student finds necessary for instruction. Specific guidelines for the notebook will be distributed the first

Syllabus

day of class and must be adhered to in order for full credit to be awarded. **NASM 4.2, 6; InTASC 1, 4, 5, 7, 8; CPL_{1.1,1.2,1.3}; CO 1**

EVALUATION:

A minimum passing grade of "C" is required for teacher certification.

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

ASSIGNMENTS:

Performance Exam	30%
Pedagogy Exam (2)	15%
Field Observations (2)	15%
Microteaching Field Sessions (2) with Lesson Plans	20%
Methods Notebook	20%

COURSE SCHEDULE*:

Weeks 1-8: Trombone

Weeks 9-16: Tuba/Euphonium

CLASS POLICIES:

- Cell phones, PDAs, MP3 players, laptop computers, and other electronic devices are not to be used in class. Any infraction (such as texting, talking, listening to MP3s) will result in a dismissal from class and an unexcused absence for the day. If a student needs to use an electronic device due to a documented disability, he/she needs to notify the instructor immediately.
- Students will be required by the third Tuesday of class to have completed their background check with Lowndes County Public Schools. Students must have this completed in order to complete their field experiences.
- Students are expected to come to class prepared from sufficient work outside of class. Students are expected to, on their own time outside of class, practice their instruments.
- Students are expected to sign school instruments in and out of music lockers; be responsible for school instruments when in their possession; and bring instruments to class, as assigned.
- Students are expected to come to class on time.
- Students are expected to come to class prepared with the appropriate materials/equipment (i.e. mouthpiece/instrument/book) for each class session. Any student who sits during class instruction without the appropriate materials/equipment will be dismissed from class and marked absent for the day.
- Students are expected to participate in class and be mentally present. Any student found working on outside class material, sleeping, or engaging in any other activity non-related to instruction will be dismissed from class and marked absent for the day.
- The instructor reserves the right to dismiss any student who is being disruptive or disrespectful in the classroom. Any student who is dismissed due to these reasons will receive an absence for the day and a follow up from the Dean of Students Office regarding proper classroom decorum.

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- Students are urged to confer with the instructor on their progress. Do not wait until the end of the semester to consult the professor if you are encountering difficulties! To communicate with your instructor, use your VSU email account, stop by during office hours, or set up an individual appointment. Any emails sent to the instructor from a non-VSU account and/or without formal greeting and closing will not receive a response.
- Students are expected to respond to their instructor's inquiries, either verbally or through email, in a timely manner. It is expected that the instructor will receive a response from a student within 48 hours. The instructor will respond within 48 hours if it is a pressing issue (family emergency) or within a week if the issue is non-pressing (i.e. request for letter of recommendation).
- The instructor will use email and BlazeVIEW D2L as main forms of communication outside of class. It is expected that students check their email and BlazeVIEW D2L multiple times a week in order to not miss important announcements, postings, etc.
- **Missed Test Make-up Policy:**
 - In order for the student to make up a test, the instructor must receive notification (email, in-person, by phone) from the student of an illness/emergency no later than 10 minutes into class-time (preferably before class has started) as well as an excuse note (*see bullet point below*) shown to the instructor at the next class the student attends.
 - Tests may only be made up if the student has one of the excuses below:
 - Verifiable Illness (confirmed by a health care provider/printout from student health care center/notification from registrar) or Verifiable emergency (with documentation).
 - School-sponsored trips/activities (bring a note from your instructor before the absence and schedule a make-up test before the trip).
 - An absence on a test date discussed with the instructor and excused in advance (make-up test must be scheduled before the absence)
 - It is the student's responsibility to contact the instructor to make up a test. If a student does not schedule a make-up test within one week of the missed test, he/she will not be extended a make-up opportunity and will receive a zero on that test.

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It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

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[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/4a NASM PAMA NMH-Student Guide-Standard June%202014.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf)

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf)

**Evaluation, weighting, and class policies are subject to change at the instructor's discretion. Students will be given due notice of any changes made.*

Syllabus

LOW BRASS METHODS

Outside Observation Form for MUE 7740 for Student Log

Student Name: _____

Date of Observation or experience: _____

School Observed or experience: _____

Time: Beginning _____ End _____

Instructor/Teacher Name _____

Number of students in the group _____

Narrative: Briefly describe the experience in 250-500 words.

Syllabus

LOW BRASS METHODS

Course: MUE 7740

Course Instructor: TBA

Student Name: _____

Category of Field Experience (Circle one):

Instruction of Beginning Band Level II

Microteaching Level II trombone

Microteaching Level II euphonium or tuba

Assessment of Student's Work:

My signature verifies that I have assessed the work of this student.

Signature _____ Print Name _____

School Name _____

Circle one: Band director or University Course instructor

Date _____

Comments and suggestions:

Syllabus

SEP 25 2015

REQUEST FOR A NEW COURSE Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: 09/02/2015 (mm/dd/yyyy)		
Department Initiating Request: Music	Faculty Member Requesting: Tod Leavitt	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MUE 7360	Proposed New Course Title: String Methods Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) String Methods	
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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: MAT (Music) majors or permission of instructor. An orientation to and experience with the fundamentals and performance of string methods.		
<p>Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASM</p> <p><input checked="" type="checkbox"/> Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7630 String Methods will be a required course for the MAT (Music) degree.</p>		
<p>Source of Data to Support Suggested Change:</p> <p><input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student and alumni surveys.</p> <p><input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>		

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

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

Approvals:		
Dept. Head:	<i>Sy Full</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

MUE 7360 STRING METHODS

0-2-1

Day/Time: TBA

Instructor: Dr. Tod Leavitt

Office: FA2005

Classroom: TBA

Email: tjleavitt@valdosta.edu Phone: 229-333-5663

Office Hours: by appointment

CATALOGUE DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor.
An orientation to and experience with the fundamentals and performance of string methods.

RATIONALE: This course aims to give string students initial exposure to the main teaching philosophies and methods of string teaching currently in use, as well as exploring the development of string teaching, rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies. The course is intended for string performance and string education majors seeking to develop their teaching skills and knowledge of pedagogical repertoire, techniques and materials.

TEXT: Essential Elements for Strings (4 books: violin, viola, cello and bass). Handouts will also be given.

COURSE OBJECTIVES:

1. Students will Gain knowledge and understanding of string methods for violin, viola, cello and double bass through learning experiences that involve describing, identifying, performing, explaining, interpreting, and summarizing relevant concepts of string notation, theory, terminology, warm-up techniques, maintenance and teaching strategies. **CPL₁**
2. Students will become aware of: major concepts, assumptions, processes of inquiry, and ways of knowing that are central to string methods; common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding; content standards and learning progressions in string methods including the appropriate Georgia mandated P-12 standards (i.e., Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS) in each relevant content area **CPL_{1.1} CPL_{1.2} CPL_{1.3}**

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

Laboratory Courses:

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

**These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

Syllabus

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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE REQUIREMENTS/ASSIGNMENTS:

1. Attendance/Participation is essential as new playing techniques will be presented in each class session. Topics from reading assignments will be discussed at each class session. Each missed class reduces the grade by 5%.

CPL 1.1, 1.2

2. Proficiency Examinations will be given on the three string instruments that are not the students' major instrument. The exam will include scales, arpeggios, rote songs and reading short pieces of music. 60 minutes of outside of class weekly practice is expected. **CPL 1.1, 1.2**

3. Written Field Observation Reports will be given as scheduled. The writer may not be a performer in the observed program. The observed ensemble must be live; no videos are acceptable. The typed reports must include observations of technical aspects (use of arco, pizzicato, mutes, range, shifting, tone quality, intonation, and dynamics) as well as teaching aspects (reading, etudes/exercises, demonstrations). **CPL 1.1, 1.2**

4. Written Examinations will be taken. The exams will be based on the understanding of string methods for violin, viola, cello and double bass. Also, describing, identifying, explaining, interpreting, and summarizing relevant concepts of string notation, theory, terminology, warm-up techniques, maintenance and teaching strategies. **CPL 1.1, 1.2**

Syllabus

5. Teaching a Lesson on a string instrument that is not the students' major instrument is required. The student will be a peer who will take the lesson on a string instrument that is not the students' major instrument. **CPL 1.1, 1.2**

COURSE EVALUATION

- 30% Three playing tests at 10% each (no test on major instrument)
- 25% Five observation reports at 5% each (SGSP and Thomasville Schools)
- 30% Two written exams at 15% each
- 15% Teaching a lesson on a non-major string instrument

Grading Scale Grades for this course will be based on the following percentages:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D*
- Below 60% Failing

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

CLAUSE ON PHYSICAL CONTACT:

Physical contact with the instructor and/or graduate assistant can occur during class instruction time. Any physical contact used will be demonstrated in a functional and professional way to help you better understand corrections given to you concerning playing technique, posture, and/or breathing. If you are uncomfortable with physical contact on any level, inform the instructor immediately.

Syllabus

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/4a NASM PAMA NMH-Student Guide-Standard June%202014.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf)

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf)

There is no food, drink, computer, or cell phones allowed in the classroom!!!

This Document May Be Changed At the Discretion of the Instructor

RECEIVED

SEP 25 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Melissa Grady

Proposed New Course Prefix & Number:

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

MUE 7370

Proposed New Course Title:

Vocal Methods

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Vocal Methods

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

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: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching vocal music.

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: Council for the Accreditation of Educator Preparation (CAEP) accreditation requires field experience.

Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7370 Vocal Methods will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. MUE Advisory Committee support and CAEP accreditation standards.

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, departmental assessments, and alumni surveys.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assignments and tests.
- Other:

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

Approvals:		
Dept. Head:	<i>J. J. J. J.</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. J. J. J.</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. J. J. J.</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

MUE 7370 VOCAL METHODS

0-2-1

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email: TBA

Phone: TBA

Office Room: TBA

Office Hours: TBA

CATALOG DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching vocal music.

TEXT: Ware, C. (2008) *Adventures in Singing*, Fourth ed. New York: McGraw-Hill.

COURSE OBJECTIVES: Upon successful completion of this course the student will:

1. Learn and apply basic knowledge concerning voice classification, the changing voice, as well as basic skills and techniques of vocal production. **NASM 7; InTASC 1,4, 6; CPL 1.1, 1.2; FL 1.2, 2.2**
2. Demonstrate functional knowledge of the voice. **NASM 7; InTASC 1,4, 6; CPL 2.3**
3. Develop personal musicianship through solo singing. **NASM 6, 7, 8; InTASC 1,4, 6, 7, 8; CPL 2.3**
4. Demonstrate the ability to assist students with vocal production, to address vocal deficiencies, and to apply therapeutic techniques. **NASM 8, InTASC 1, 2, 3; FL 2.2**

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

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**College of Education
Valdosta State University
Department of Music
Conceptual Framework: Guiding Principles**
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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Syllabus

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.

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* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE REQUIREMENTS:

Note the coded InTASC, CAEP and NASM Standards listed following each requirement. Evaluation is based upon performance and evidence of attained knowledge manifested by active discussion and class participation. Attendance is one of the strong key factors since much of the work is conducted in class. Grades will be based on the following.

WRITTEN TESTS:	(CO 1, 2) Midterm and Final Exams InTASC 1,4, 6; CPL 2.3	50 points each
SINGING TESTS	(CO 3) Midterm and Final Singing Exams NASM 6, 7, 8; InTASC 1,4, 6, 7, 8; CPL 2.3k	50 points each
SINGING QUIZZES	(CO 3) Two singing quizzes NASM 6, 7, 8; InTASC 1,4, 6, 7, 8; CPL 2.3k	25 points each
FIELD EXPERIENCE Teaching	(CO 1, 2, 4) Student will select a university student (subject) with no background in singing . The vocal methods (VM) student will have six weeks with his/her subject, a total of three hours of instruction.	

For **EACH SESSION**, the VM student will develop a lesson plan that includes warm-ups targeted at the vocal deficiencies of the subject, specific strategies to address the deficiencies, assessment of the

session (degree of subject improvement), and strategies for the next session based on the assessment. The lesson plans will be submitted via LiveText after each session.

At the end of the semester each VM student will present a demonstration with his/her student to the class to show a portion of the work that has been done over the course of six weeks.

There will be a pre-test and a post-test to assist in evaluating the progress of the students. Students will be video taped prior to teaching and during the final presentation to indicate what progress, if any, was made during the lessons. You will need to provide the equipment. **125 points.**

NASM 8, InTASC 1, 2, 3; FL 2.1

**FIELD EXPERIENCE:
OBSERVATION/
PARTICIPATION**

(CO 1, 2, 4) Student will visit a local high school or middle school to assess vocal issues of the singers. Following consultation the teacher, students will develop and implement vocal interventions to address the identified issues. **50 points**

NASM 8, InTASC 1, 2, 3; FL 2.1

****This is a required Proficiency Level II Assessment and should not be modified or removed from this course without the approval of the program faculty.***

EVALUATION:

You will receive a letter grade and one semester-hour credit for MUE 7370. A minimum passing grade of "C" is required for teacher certification.

Final Grade Point System

90-100%	A
80-89%	B
72-79%	C
65-71 %	D
below 65%	F

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Syllabus

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.

ACCESSIBILITY STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

CLAUSE ON PHYSICAL CONTACT:

Physical contact with the instructor and/or graduate assistant can occur during class instruction time. Any physical contact used will be demonstrated in a functional and professional way to help you better understand corrections given to you concerning playing technique, posture, and/or breathing. If you are uncomfortable with physical contact on any level, inform the instructor immediately.

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/4a NASM PAMA NMH-Student Guide-Standard June%202014.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM%20Advisories/4a%20NASM%20PAMA%20NMH-Student%20Guide-Standard%20June%202014.pdf)

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM%20Advisories/5a%20NASM%20PAMA-Student%20Information%20Sheet-Standard.pdf)

RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 08/14/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Joe Brashier

Proposed New Course Prefix & Number:

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

MUE 7400

Proposed New Course Title:

Instrument Repair

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Instrument Repair

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 1

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: MAT (Music) majors or permission of instructor. An overview of basic maintenance and repair for woodwind, brass, percussion, and string instruments.

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: A basic instrument repair course is an important part of preparing a teacher for success as it will enable the teacher to ensure that each student learns to play on a properly functioning instrument.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7400 Instrument Repair will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs as well as 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, departmental assessments, and alumni surveys.

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

Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> T. J. Platt	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> T. J. Platt	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7400 INSTRUMENT REPAIR

1-1-1

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email: TBA

Phone: TBA

Office Room: TBA

Office Hours: as posted

CATALOGUE DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. An overview of basic maintenance and repair for woodwind, brass, percussion, and string instruments.

RATIONALE: This course will develop students' understanding of the technical and mechanical aspects for representative instruments of woodwinds, brass, percussion, and strings. This course is designed to develop students' abilities to provide effective instruction in band or orchestra by providing basic repair so each child may have a functioning instrument to be used to learn various lessons related to the Georgia Performance Standards in Music and the National Standards for Music.

TEXT: TBA

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

1. Select and rehearse instrumental music—developing an understanding of style and expression. Music should be appropriate for the ability level **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; NASM 1.1, 1.4, 2.2, 2.3, 6.2, 7.1, 7.4, 7.3, 8.6; Area B, C; DL 1.1, 1.3, 2.1 CPL 1.1, 1.2, 1.3, 2.2; FL 2.1**
2. Utilize technology, specifically the Internet, to obtain resources for replacement parts and some repair techniques. **InTASC 8; NASM 5.2; Area C; TL 2.1, 2.2**
3. Articulate the benefits of having a properly working instrument to enhance music instruction. **InTASC 10; TL 1.1, 1.2**
4. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. **InTASC 6; NASM 8.6; CPL 2.1**

CLAUSE ON CREDIT HOURS:

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

Lecture Courses:

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for class. Thus, a 1 credit-hour lecture course will require an average of 2 hours per week of work outside of class.*

Laboratory Courses:

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

**These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

Syllabus

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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

EVALUATION: 60% of the course evaluation is based on prompt completion of assignments and presentations; 20% is based on the final conducting recital, and 20% is based on attendance. For attendance, each absence drops your attendance grade by 8 points. You earn one absence for every three tardies. In other words, each absence after the first two will result in your grade lowering by one letter grade. **Six or more absences result in an automatic F for the course.** Please refer to the Undergraduate Bulletin regarding the attendance policy.

90-100% A 80-89% B 70-79% C 64-70% D below 64% F

ASSIGNMENTS:

Note the coded InTASC and NASM standards and InTASC Themes listed following each requirement. Consult the key to find out how each assignment relates to the standards,

1. **Knowledge of Individual Instrument Mechanical Parts.** There will be 4 exams to determine that you understand the name and function of each part on a representative group of instruments (10 points each). Each will be studied during the course. They will also be a part of the final exam. **InTASC 4; NASM 8; Area A, C; CO 1, 2; CPL 1.1, 1.2, 1.3, FL 1.1, 1.2, 1.3, 2.1, 2.2; TL 1.1, 1.2**

2. **Field Experience and Observations.** There will be several observations and field experiences at a local instrument repair shop. **You will be assigned into these placements and expected to appear as scheduled.** **InTASC 2, 3, 4, 5, 7, 8; NASM 8; Area E; CO 3, 4; FL 1.1, 1.2, 1.3, 2.2**

3. **Three Field Lessons.** 20 points each. Under the supervision of the professor you will provide basic maintenance for one instrument and repair one instrument. You will do a self-evaluation and the professor will also evaluate your work. Preparation and self-evaluations are both part of your grade. **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; NASM 4, 7, 8; Area B, C; CO 1, 2, 3, 4; FL 1.1, 1.2, 1.3, 2.2; CPL 1.2**

Syllabus

4. Final exam (40 points) The final exam will occur as scheduled and is comprised of part identification for various instruments and reassembling an instrument of the instructor's choice.
Area A; CO 3, 4

Find the GPS for Music at:

<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/FineArts.aspx>

Note on lesson assignments: Failure to follow prescribed sequence protocol will result in low scores on the event.

NOTE: All assignments will be listed in LiveText. All submissions of written work, including observations, self evaluations, and lesson plans will be made in LiveText. All assessment criteria can be found attached in each assignment.

ASSISTANCE WITH ASSIGNMENTS: You may ask the instructor for help. Office hours will be posted.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

Syllabus

official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.

ACCESSABILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing/repairing instruments or equipment. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf

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SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Eric Bradshaw

Proposed New Course Prefix & Number:

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

MUE 7700

Proposed New Course Title:

Marching Band Techniques

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Marching Band Techniques

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 1

Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MAT (Music) majors, MMed majors, or permission of instructor. A study of marching fundamentals, drill designs, arranging issues, and other topics associated with directing a marching band. Includes the use of computer-assisted design techniques.

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: Class will now be offered as a 2 credit class, thus allowing a more in depth discovery of current trends and practices related to the teaching of marching bands in the public school setting. This will also allow for more advanced practice/creation of drill design.

Adopting current best practice(s) in field:

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

Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7700 Marching Band Techniques will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

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

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

100

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

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

Approvals:		
Dept. Head:	<i>Jay ZMM</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>UG</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/15/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jellet</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. Jellet</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

MUE 7700 MARCHING BAND TECHNIQUES

1-1-2

Days/Time: TBD

Classroom: TBD

Instructor: Eric Bradshaw

Email: eebradsh@valdosta.edu

Phone: 249-4965

Office Room: Band House

Office Hours: TBD

CATALOG DESCRIPTION: Prerequisite: MAT (Music) majors, MMed majors, or permission of instructor. A study of marching fundamentals, drill designs, arranging issues, and other topics associated with directing a marching band. Includes the use of computer-assisted design techniques.

RATIONALE: Marching Band Techniques will provide the student with the skills necessary to construct and produce high school marching band performances.

TEXT:

Required: *Marching Band: A Field Guide*. Hinton, Tim. Tim Hinton Inc., Orlando, FL. 2005. (Book can be ordered at www.timhinton.com.)

COURSE OBJECTIVES: Upon successful completion of this course the student will:

1. Formulate a philosophy of marching band and its place in the total music curriculum. **InTASC 1,2,4,7,8; CPL1.1**
2. Have the ability to select marching music, with a working knowledge of arranging and teaching music. **InTASC 4,5,7,8; TL1.1**
3. Select, design, and teach marching drill. **InTASC 4,5,7,8; TL1.1, 2.1**
4. Implement materials required for effective administration of the high school marching band program. **InTASC 1,2,3,4,5,7; CPL1.1**

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

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

**These guidelines are in compliance with VSU standards on credit hour policy.*

They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

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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.

Syllabus

- 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.
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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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

ASSIGNMENTS/COURSE COMPONENTS: Students will attend and make preparation for:

Assignments and presentations:

Throughout the semester, various assignments and presentations will be assigned by the instructor. The students are responsible for completing and/or presenting their material when assignments are due (as outlined on the calendar to be provided by the instructor). Grades will be lowered for late and/or under prepared / substandard work. **InTASC 1,4,6; CPL1.1**

Syllabus

Midterm: There will be a drill writing / design midterm for this class. The concepts covered in class will dictate the material that could appear on the midterm. **InTASC 1,4,6,8; TL1.1**

Final Project:

Students will design a marching band drill/show as the final project of this class. The size of the band, length of show, and other details of this assignment will be assigned during the term as a collaboration between the student and instructor. This project will be due at the final regularly scheduled class meeting. **InTASC 1,4,6,7,8; TL1.1, 2.1**

Attendance and Participation:

Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism, and students are expected to attend all classes. Each absence drops your attendance grade by 10%. Any student who misses more than 20% of the class meetings (3 absences) will be subject to receiving a failing grade in the course.

ASSIGNMENT PERCENTAGES:

Assignments and presentations - 30%

Midterm - 20%

Final Project - 30%

Attendance - 20%

EVALUATION:

You will receive a letter grade and one semester-hour credit for MUE 7700.

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

COURSE CALENDAR: To be provided by the instructor.

CLASSROOM DEMEANOR

Students are required to demonstrate good classroom demeanor. There must be no use of non-class related electronic devices (such as cell phones) and no disruptive talking with classmates.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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Syllabus

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

SECOND OFFENSE:

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

STUDENT OPINION OF INSTRUCTION:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

**CALENDAR
(sample)**

- 1/14 Course introduction; What is the role of the marching band?
Introduce drill writing concepts of Pyware
- 1/21 Marching band philosophies
(assignment)
- 1/28 Turn-in "Marching Band Philosophy" paper; Effective rehearsal techniques
(chap 5)
- 2/4 Teaching Fundamentals - playing, marching, and both together;
Music selection - what are your goals and does your audience
matter?
Pyware and assignment #1
- 2/11 Music selection - What makes an arrangement good?; Large vs. small
bands; well known arrangers (assignment); Turn-in Pyware 'basics'
assignment #1; Where are marching bands today?
- 2/18 Planning ahead (chap 3); Turn-in "State of Marching Bands" paper and list
of
arrangers / arrangements
- 2/25 Other tips to make your band professional (chap 4); Special
Advice for small bands (chap7); drill writing practice and
assignment #2
- 3/4 Turn-in Pyware 'basics' assignment #2; Work on Midterm
Exam/Assignment
- 3/11 Midterm Exam Due by 11:00pm (you will have the class time to work on
this)
- 3/18 Practical ideas for show construction (chap 2); Four easy fixes for big
mistakes (chap 1); making changes to your drill design with assignment #3
- 3/25 (No Class - Spring Break)
- 4/1 Developing a concept for the show (count sheet, numbers, basic ideas); A
word about competitions (chap 8); Turn-in 'corrections' assignment #3
- 4/8 Other topics (travel, uniforms, music after high school, budget and
fundraising, etc.); Assign specifics for Final project
- 4/15 Work on Final Project
- 4/22 Work on Final Project
- 4/29 View shows / Final Projects (hard copy due on 4/29 at beginning of class)

RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Shannon Lowe

Proposed New Course Prefix & Number:

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

MUE 7710

Proposed New Course Title:

Flute, Clarinet, and Saxophone Methods

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Flute, Clarinet, & Sax Methods

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

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: MAT (Music) majors or permission of instructor. An overview of performance techniques and methods of teaching flute, clarinet, and saxophone.

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: NASM
- Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7710 Flute, Clarinet, and Saxophone Methods will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

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

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

Approvals:		
Dept. Head:	<i>Sy ZMM</i>	Date: 9/4/15
College/Division Exec. Comm:	<i>OLE</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Phd</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. J. Phd</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7710: FLUTE/CLARINET/SAXOPHONE METHODS 0-2-1

Days/Time: TBD
Instructor: TBD
Office Room: TBD

Classroom: TBD
Email: TBD
Office hours: TBD

Phone: TBD

CATALOGUE DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. An overview of performance techniques and methods of teaching flute, clarinet, and saxophone.

RATIONALE: This course is designed to develop the student's understanding of the fundamentals of flute, clarinet, and saxophone playing at the elementary, middle, and high school levels. Students will be exposed to pertinent solo, pedagogical, and other reference literature.

TEXTS:

Teaching Woodwinds: A Method and Resource Handbook for Music Educators. Dietz, William. Schirmer Publishing, New York, 1997.

A.C. Petersen: *Rubank Elementary Method, Flute*

Nilo Hovey: *Rubank Elementary Method, Clarinet*

Nilo Hovey: *Rubank Elementary Method, Alto Saxophone*

REQUIRED MATERIALS:

Working instruments (supplied by VSU Music Department), metronome, 1 pull-through silk swab with tail (clarinet), cork grease, 1 flute swab, 1 alto sax swab, and reeds. A list of vendors will be supplied to students the first class. Students are expected to have these materials by the second week of class.

COURSE OBJECTIVES: Upon successful completion of this course:

1. Students will learn relevant teaching techniques to enhance their understanding of the performance practices associated with the flute, clarinet, and saxophone. **NASM 2.2, 6; InTASC 4, 5, 7, 8; CPL_{1.1,1.2,1.3}**
2. Students will demonstrate proficiency on the flute, and clarinet or saxophone as assigned. **NASM 1.5, 6; InTASC 1, 4, 5; CPL_{1.1,1.2,1.3}**
3. Students will demonstrate the ability to instruct grade school woodwind instrumentalists in microteaching sessions. **NASM 1.4, 7.3, 7.4, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.2}**
4. Students will observe grade school sectional or ensemble rehearsals and provide feedback about the instructional method utilized by the ensemble director. **NASM 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}**

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

Laboratory Courses:

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

**These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

**College of Education
Valdosta State University
Department of Music
Conceptual Framework: Guiding Principles**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

Syllabus

- 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.

* *InTASC standards* http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

ASSIGNMENTS:

- **Performance/Pedagogy quizzes (2 total)**—At the end of each instrument unit, the student will be required to play assigned scales and excerpts. Additionally, the student will be required to complete a written quiz, which covers pedagogical aspects of that instrument. Students are expected to utilize practice time outside of class, supplementary materials distributed in class, and required texts to help them to prepare for performance and pedagogy quizzes. [NASM 1.5, 6; InTASC 4,5; CPL_{1.1,1.2,1.3}] [CO 1,2]
- **Field Observations (2 total)—LEVEL I EXPERIENCE**
Students will observe a band director instructing an ensemble that includes woodwind students performing either with the band or as a separate group. The student will keep a log using the field experience form in this syllabus as a model of their observation and critique the instruction. The band director must sign the form in order to certify the field experience. Signed forms and critiques must be added to the Woodwind Methods Notebook for students to receive credit. NASM 6, 7, 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}; CO 4
- **Microteaching Field Sessions (2 total)—LEVEL II EXPERIENCE**
Students will individually instruct a group of grade school woodwind instrumentalists at a local school. Before the microteaching sessions, each student will be required to submit a lesson plan. Students will be given advance notice of the type of instructional situation they will encounter in order to prepare the lesson plan accordingly. Each microteaching session must last a minimum of 10 minutes, but no longer than 15 minutes. The instructor will assess each student using a rubric and will return lesson plans to students at the end of the semester. NASM 1.5, 4.2, 6, 7, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}; FL_{2.1, 2.2}; CO 1, 3; AL_{2.1, 2.2}
- **Flute/Clarinet/Saxophone Methods Notebook**—Students are required to submit a notebook in a three ringed binder by the last day of class. The notebook should contain class handouts, notes, articles, field observations/logs, and other supplementary materials the student finds necessary for instruction. Specific guidelines for the notebook will be distributed the first day of class and must be adhered to in order for full credit to be awarded. NASM 4.2, 6; InTASC 1, 4, 5, 7, 8; CPL_{1.1,1.2,1.3}; CO 1

Syllabus

EVALUATION:

A minimum passing grade of "C" is required for teacher certification.

Grading Scale: 90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; 59 or < = F

ASSIGNMENTS:

Performance Exam	30%
Pedagogy Exam (2)	15%
Field Observations (2)	15%
Microteaching Field Sessions (2) with Lesson Plans	20%
Methods Notebook	20%

COURSE SCHEDULE*:

Weeks 1-8: Flute

Weeks 9-16: Clarinet, Saxophone

CLASS POLICIES:

- Cell phones, PDAs, MP3 players, laptop computers, and other electronic devices are not to be used in class. Any infraction (such as texting, talking, listening to MP3s) will result in a dismissal from class and an unexcused absence for the day. If a student needs to use an electronic device due to a documented disability, he/she needs to notify the instructor immediately.
- Students will be required by the third Tuesday of class to have completed their background check with Lowndes County Public Schools. Students must have this completed in order to complete their field experiences.
- Students are expected to come to class prepared from sufficient work outside of class. Students are expected to, on their own time outside of class, practice their instruments.
- Students are expected to sign school instruments in and out of music lockers; be responsible for school instruments when in their possession; and bring instruments to class, as assigned.
- Students are expected to come to class on time.
- Students are expected to come to class prepared with the appropriate materials/equipment (i.e. reed/instrument/book) for each class session. Any student who sits during class instruction without the appropriate materials/equipment will be dismissed from class and marked absent for the day.
- Students are expected to participate in class and be mentally present. Any student found working on outside class material, sleeping, or engaging in any other activity non-related to instruction will be dismissed from class and marked absent for the day.
- The instructor reserves the right to dismiss any student who is being disruptive or disrespectful in the classroom. Any student who is dismissed due to these reasons will receive an absence for the day and a follow up from the Dean of Students Office regarding proper classroom decorum.
- Students are urged to confer with the instructor on their progress. Do not wait until the end of the semester to consult the professor if you are encountering difficulties! To communicate with your instructor, use your VSU email account, stop by during office hours, or set up an individual appointment. Any emails sent to the instructor from a non-VSU account and/or without formal greeting and closing will not receive a response.
- Students are expected to respond to their instructor's inquiries, either verbally or through email, in a

Syllabus

timely manner. It is expected that the instructor will receive a response from a student within 48 hours. The instructor will respond within 48 hours if it is a pressing issue (family emergency) or within a week if the issue is non-pressing (i.e. request for letter of recommendation).

- The instructor will use email and BlazeVIEW D2L as main forms of communication outside of class. It is expected that students check their email and BlazeVIEW D2L multiple times a week in order to not miss important announcements, postings, etc.
- **Missed Test Make-up Policy:**
 - In order for the student to make up a test, the instructor must receive notification (email, in-person, by phone) from the student of an illness/emergency no later than 10 minutes into class-time (preferably before class has started) as well as an excuse note (*see bullet point below*) shown to the instructor at the next class the student attends.
 - Tests may only be made up if the student has one of the excuses below:
 - Verifiable Illness (confirmed by a health care provider/printout from student health care center/notification from registrar) or Verifiable emergency (with documentation).
 - School-sponsored trips/activities (bring a note from your instructor before the absence and schedule a make-up test before the trip).
 - An absence on a test date discussed with the instructor and excused in advance (make-up test must be scheduled before the absence)
 - It is the student's responsibility to contact the instructor to make up a test. If a student does not schedule a make-up test within one week of the missed test, he/she will not be extended a make-up opportunity and will receive a zero on that test.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Plagiarism is copying directly the work of someone else and passing it off as your own.

This is a serious offense and one for which you may be severely punished

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

Syllabus

2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
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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. 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>.

CLAUSE ON PHYSICAL CONTACT:

Physical contact with the instructor and/or graduate assistant can occur during class instruction time. Any physical contact used will be demonstrated in a functional and professional way to help you better understand corrections given to you concerning playing technique, posture, and/or breathing. If you are uncomfortable with physical contact on any level, inform the instructor immediately.

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf

**Evaluation, weighting, and class policies are subject to change at the instructor's discretion. Students will be given due notice of any changes made.*

Syllabus

FLUTE/CLARINET/SAXOPHONE METHODS

Outside Observation Form for MUE 7710 for Student Log

Student Name: _____

Date of Observation or experience: _____

School Observed or experience: _____

Time: Beginning _____ End _____

Instructor/Teacher Name _____

Number of students in the group _____

Narrative: Briefly describe the experience in 250-500 words.

Syllabus

FLUTE/CLARINET/SAXOPHONE METHODS

Course: MUE 7710

Course Instructor: TBA

Student Name: _____

Category of Field Experience (Circle one):

Instruction of Beginning Band Level II

Microteaching Level II Flute

Microteaching Level II Clarinet or Saxophone

Assessment of Student's Work:

My signature verifies that I have assessed the work of this student.

Signature _____ Print Name _____

School Name _____

Circle one: Band director or University Course instructor

Date _____

Comments and suggestions:

RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 08/14/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Shannon Lowe

Proposed New Course Prefix & Number:

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

MUE 7720

Proposed New Course Title:

Oboe/Bassoon Methods

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Oboe/Bassoon Methods

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

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: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching oboe and bassoon.

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: NASM
- Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7720 Oboe/Bassoon Methods will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

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

iao

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

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>[Signature]</i> <i>[Signature]</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/15/15
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i> <i>[Signature]</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>[Signature]</i> <i>[Signature]</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7720: OBOE/BASSOON METHODS

0-2-1

Days/Time: TBD

Classroom: TBD

Instructor: TBD

Email: TBD

Phone: TBD

Office Room: TBD

Office hours: TBD

CATALOGUE DESCRIPTION: Prerequisite: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching oboe and bassoon.

RATIONALE: This course is designed to develop the student's understanding of the fundamentals of oboe and bassoon playing at the elementary, middle, and high school levels. Students will be exposed to pertinent solo, pedagogical, and other reference literature.

TEXTS:

Teaching Woodwinds: A Method and Resource Handbook for Music Educators. Dietz, William. Schirmer Publishing, New York, 1997.

Niemann. *Oboe Method.* Carl Fischer Publisher

Joseph Skornika. *Rubank Elementary Method, Bassoon*

REQUIRED MATERIALS:

Working instruments (supplied by VSU Department of Music), metronome, 1 pull-through silk swab with tail (oboe), cork grease, 1 pull-through silk swab (bassoon), and reeds. *Students are required to purchase at least two handmade reeds by a professional oboist or bassoonist.* A list of vendors will be supplied to students the first class. Students are expected to have these materials by the second week of class.

COURSE OBJECTIVES: Upon successful completion of this course:

1. Students will learn relevant teaching techniques to enhance their understanding of the performance practices associated with the oboe and bassoon. **NASM 2.2, 6; InTASC 4, 5, 7, 8; CPL_{1.1,1.2,1.3}**
2. Students will demonstrate proficiency on the oboe and bassoon. **NASM 1.5, 6; InTASC 1, 4, 5; CPL_{1.1,1.2,1.3}**
3. Students will demonstrate the ability to instruct grade school oboists and bassoonists in microteaching sessions. **NASM 1.4, 7.3, 7.4, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.2}**
4. Students will observe grade school sectional or ensemble rehearsals and provide feedback about the instructional method utilized by the ensemble director. **NASM 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}**

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Syllabus

**The above guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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Impact Principle: Effective practice yields evidence of learning.

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

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- 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.
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* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

ASSIGNMENTS:

- **Performance/Pedagogy quizzes (2 total)**—At the end of each instrument unit, the student will be required to play assigned scales and excerpts. Additionally, the student will be required to complete a written quiz, which covers pedagogical aspects of that instrument. Students are expected to utilize practice time outside of class, supplementary materials distributed in class, and required texts to help them to prepare for performance and pedagogy quizzes. [NASM 1.5, 6; InTASC 4,5; CPL_{1.1,1.2,1.3}] [CO 1,2]
- **Field Observations (2 total)—LEVEL I EXPERIENCE**
Students will observe a band director instructing an ensemble that includes woodwind students performing either with the band or as a separate group. The student will keep a log using the field experience form in this syllabus as a model of their observation and critique the instruction. The band director must sign the form in order to certify the field experience. Signed forms and critiques must be added to the Woodwind Methods Notebook for students to receive credit. NASM 6, 7, 8; InTASC 9; CPL_{1.1,1.2,1.3}; FL_{1.1, 1.2, 1.3}; CO 4
- **Microteaching Field Sessions (2 total)—LEVEL II EXPERIENCE** Students will individually instruct a group of grade school woodwind instrumentalists at a local school. Before the microteaching sessions, each student will be required to submit a lesson plan. Students will be given advance notice of the type of instructional situation they will encounter in order to prepare the lesson plan accordingly. Each microteaching session must last a minimum of 10 minutes, but no longer than 15 minutes. The instructor will assess each student using a rubric and will return lesson plans to students at the end of the semester. NASM 1.5, 4.2, 6, 7, 8; InTASC 1, 3, 4, 5, 7, 8; CPL_{2.1, 2.2, 2.3}, FL_{2.1, 2.2}; CO 1, 3; AL_{2.1, 2.2}
- **Oboe/Bassoon Methods Notebook**—Students are required to submit a notebook in a three ringed binder by the last day of class. The notebook should contain class handouts,

Syllabus

notes, articles, field observations/logs, and other supplementary materials the student finds necessary for instruction. Specific guidelines for the notebook will be distributed the first day of class and must be adhered to in order for full credit to be awarded. **NASM 4.2, 6; InTASC 1, 4, 5, 7, 8; CPL_{1.1,1.2,1.3}; CO 1**

EVALUATION:

A minimum passing grade of "C" is required for teacher certification.

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

ASSIGNMENTS:

Performance Exam	30%
Pedagogy Exam (2)	15%
Field Observations (2)	15%
Microteaching Field Sessions (2) with Lesson Plans	20%
Methods Notebook	20%

COURSE SCHEDULE*:

Weeks 1-8: Oboe

Weeks 9-16: Bassoon

CLASS POLICIES:

- Cell phones, PDAs, MP3 players, laptop computers, and other electronic devices are not to be used in class. Any infraction (such as texting, talking, listening to MP3s) will result in a dismissal from class and an unexcused absence for the day. If a student needs to use an electronic device due to a documented disability, he/she needs to notify the instructor immediately.
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- The instructor reserves the right to dismiss any student who is being disruptive or disrespectful in the classroom. Any student who is dismissed due to these reasons will receive an absence for the day and a follow up from the Dean of Students Office regarding proper classroom decorum.
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- The instructor will use email and BlazeVIEW D2L as main forms of communication outside of class. It is expected that students check their email and BlazeVIEW D2L multiple times a week in order to not miss important announcements, postings, etc.
- **Missed Test Make-up Policy:**
 - In order for the student to make up a test, the instructor must receive notification (email, in-person, by phone) from the student of an illness/emergency no later than 10 minutes into class-time (preferably before class has started) as well as an excuse note (*see bullet point below*) shown to the instructor at the next class the student attends.
 - Tests may only be made up if the student has one of the excuses below:
 - Verifiable Illness (confirmed by a health care provider/printout from student health care center/notification from registrar) or Verifiable emergency (with documentation).
 - School-sponsored trips/activities (bring a note from your instructor before the absence and schedule a make-up test before the trip).
 - An absence on a test date discussed with the instructor and excused in advance (make-up test must be scheduled before the absence)
 - It is the student's responsibility to contact the instructor to make up a test. If a student does not schedule a make-up test within one week of the missed test, he/she will not be extended a make-up opportunity and will receive a zero on that test.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

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CLAUSE ON PHYSICAL CONTACT:

Physical contact with the instructor and/or graduate assistant can occur during class instruction time. Any physical contact used will be demonstrated in a functional and professional way to help you better understand corrections given to you concerning playing technique, posture, and/or breathing. If you are uncomfortable with physical contact on any level, inform the instructor immediately.

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/4a NASM PAMA NMH-Student Guide-Standard June%202014.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM%20Advisories/4a%20NASM%20PAMA%20NMH-Student%20Guide-Standard%20June%202014.pdf)

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM%20Advisories/5a%20NASM%20PAMA-Student%20Information%20Sheet-Standard.pdf)

****Evaluation, weighting, and class policies are subject to change at the instructor's discretion. Students will be given due notice of any changes made.***

Syllabus

OBOE/BASSOON METHODS

Outside Observation Form for MUE 7720 for Student Log

Student Name: _____

Date of Observation or experience: _____

School Observed or experience: _____

Time: Beginning _____ End _____

Instructor/Teacher Name _____

Number of students in the group _____

Narrative: Briefly describe the experience in 250-500 words.

Syllabus

OBOE/BASSOON METHODS

Course: MUE 7720

Course Instructor: TBA

Student Name: _____

Category of Field Experience (Circle one):

Instruction of Beginning Band Level II

Microteaching Level II oboe

Microteaching Level II bassoon

Assessment of Student's Work:

My signature verifies that I have assessed the work of this student.

Signature _____ Print Name _____

School Name _____

Circle one: Band director or University Course instructor

Date _____

Comments and suggestions:

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

SEP 25 2015

Date of Submission: 09/02/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:

Music

Faculty Member Requesting:

Kristen Johns

Proposed New Course Prefix & Number:

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

MUE 7730

Proposed New Course Title:

High Brass Methods

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

High Brass Methods

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

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: MAT (Music) majors or permission of instructor. A study of performance techniques and methods of teaching trumpet and horn.

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: NASM

Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7730 High Brass Methods will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

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

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

Approvals:		
Dept. Head:	<i>J. J. M.</i>	Date: 9/9/15
College/Division Exec. Comm.:	<i>CLE</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. A.</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. J. A.</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

MUE 7730 HIGH BRASS METHODS

0-2-1

Days/Time: TBD

Classroom: TBD

Instructor: TBD

Email: TBD

Phone: TBD

Office Room: TBD

Office hours: TBD

CATALOGUE DESCRIPTION: Prerequisite: **MAT (Music) majors or permission of instructor.** A study of performance techniques and methods of teaching trumpet and horn.

RATIONALE: This course is designed to develop students understanding of the fundamentals of brass instruments at the elementary, middle, and high school levels. Students will be exposed to pertinent solo, pedagogical and other reference literature.

TEXT:

Teaching Brass: A Guide for Students and Teachers. Vining, David. Mountain Peak Music, Arizona, 2010. New Text Required to include Unique Access Code for lifetime access to the website.

A.F. Robinson. *Rubank Elementary Method, Trumpet*

Joseph Skornicka. *Rubank Elementary Method, Horn*

REQUIRED MATERIALS:

A brass instrument maintenance kit including valve oil and slide grease

COURSE OBJECTIVES: Upon successful completion of this course:

1. Students will learn relevant teaching techniques to enhance their understanding of the performance practices associated with all brass instruments. **NASM 2.2, 6; InTASC 4, 5, 7, 8; CPL_{1.1,1.2,1.3}**
2. Students will demonstrate proficiency on two brass instruments: trumpet, and horn. **NASM 1.5, 6; InTASC 1, 4, 5; CPL_{1.1,1.2,1.3}**
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- Students are urged to confer with the instructor on their progress. Do not wait until the end of the semester to consult the professor if you are encountering difficulties! To communicate with your instructor, use your VSU email account, stop by during office hours, or set up an individual appointment. Any emails sent to the instructor from a non-VSU account and/or without formal greeting and closing will not receive a response.
- Students are expected to respond to their instructor's inquiries, either verbally or through email, in a timely manner. It is expected that the instructor will receive a response from a student within 48 hours. The instructor will respond within 48 hours if it is a pressing issue (family emergency) or within a week if the issue is non-pressing (i.e. request for letter of recommendation).
- The instructor will use email and BlazeVIEW D2L as main forms of communication outside of class. It is expected that students check their email and BlazeVIEW D2L multiple times a week in order to not miss important announcements, postings, etc.
- **Missed Test Make-up Policy:**
 - In order for the student to make up a test, the instructor must receive notification (email, in-person, by phone) from the student of an illness/emergency no later than 10 minutes into class-time (preferably before class has started) as well as an excuse note (*see bullet point below*) shown to the instructor at the next class the student attends.
 - Tests may only be made up if the student has one of the excuses below:
 - Verifiable Illness (confirmed by a health care provider/printout from student health care center/notification from registrar) or Verifiable emergency (with documentation).
 - School-sponsored trips/activities (bring a note from your instructor before the absence and schedule a make-up test before the trip).
 - An absence on a test date discussed with the instructor and excused in advance (make-up test must be scheduled before the absence)
 - It is the student's responsibility to contact the instructor to make up a test. If a student does not schedule a make-up test within one week of the missed test, he/she will not be extended a make-up opportunity and will receive a zero on that test.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

Syllabus

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACCESSIBILITY STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

Syllabus

CLAUSE ON PHYSICAL CONTACT:

Physical contact with the instructor and/or graduate assistant can occur during class instruction time. Any physical contact used will be demonstrated in a functional and professional way to help you better understand corrections given to you concerning playing technique, posture, and/or breathing. If you are uncomfortable with physical contact on any level, inform the instructor immediately.

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/4a NASM PAMA NMH-Student Guide-Standard June%202014.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf)

[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf)

****Evaluation, weighting, and class policies are subject to change at the instructor's discretion. Students will be given due notice of any changes made.***

Syllabus

HIGH BRASS METHODS

Outside Observation Form for MUE 7730 for Student Log

Student Name: _____

Date of Observation or experience: _____

School Observed or experience: _____

Time: Beginning _____ End _____

Instructor/Teacher Name _____

Number of students in the group _____

Narrative: Briefly describe the experience in 250-500 words.

Syllabus

HIGH BRASS METHODS

Course: MUE 7730

Course Instructor: TBA

Student Name: _____

Category of Field Experience (Circle one):

Instruction of Beginning Band Level II

Microteaching Level II trumpet

Microteaching Level II horn

Assessment of Student's Work:

My signature verifies that I have assessed the work of this student.

Signature _____ Print Name _____

School Name _____

Circle one: Band director or University Course instructor

Date _____

Comments and suggestions:

Syllabus

RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Melissa Grady

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)
MUE 7790

Proposed New Course Title:

Clinical Practice in Music Education

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Clinical Practice in Music Ed

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 40

Credit Hours: 6

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: MAT (Music) majors and MUE 7600 or 7610 in the MAT (Music) curriculum. A supervised teaching clinical practice in an appropriate educational setting for certification requirements for the MAT (Music) program.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for the Accreditation of Educator Preparation (CAEP) accreditation requires field experience.

Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7790 Clinical Practice in Music Education will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. MUE Advisory Committee support and CAEP accreditation standards.

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, departmental assessments, and alumni surveys.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates will be assessed using the COEHS Observation Instrument in three formative and one summative evaluations.

Other:

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

Approvals:		
Dept. Head:	<i>37 2011</i>	Date: <i>9/4/15</i>
College/Division Exec. Comm.	<i>UG</i>	Date: <i>9/8/15</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Lopez</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. Lopez</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7790 CLINICAL PRACTICE IN MUSIC EDUCATION

0-40-6

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email: TBA

Phone: TBA

Office Room: TBA

Office Hours: TBA

CATALOG DESCRIPTION: Prerequisites: MAT (Music) majors and MUE 7600 or 7610 in the MAT (Music) curriculum. A supervised teaching clinical practice in an appropriate educational setting for certification requirements for the MAT (Music) program.

TEXT: Valdosta State University Clinical Practice Handbook, edTPA Handbook.

COURSE OBJECTIVES:

Related standards indicated after each objective.

1. Candidates will plan and implement lessons, including the use of technology, appropriate for students' abilities and subject content area. They will complete the edTPA Tasks 1, 2, and 3. **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 10; FL₃; CPL₃; AL₃; TL₃; EDL₃; DL₃**
This is a required Proficiency Level III Assessment for FL₃, CPL₃, AL₃, TL₃, EDL₃ and DL₃ and should not be modified or removed from this course without the approval of the program faculty.
2. Candidates will take the GACE Content Tests in Music. This can be completed prior to Clinical Practice. It is not required to pass the tests to pass Clinical Practice, but you are required to take the tests. **InTASC 4, 5; NASM 1, 2, 3, 4; CPL₁**
3. Candidates will work collaboratively with team members to evaluate students' learning and their own pedagogy. **InTASC 6, 10; NASM 8; AL₃**
This is a required Proficiency Level III Assessment and should not be modified or removed from this course without the approval of the program faculty.
4. Candidates will participate in all professional teacher activities related to their site placement. **InTASC 9; NASM 6; EDL₃**
5. Candidates will attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during Clinical Practice and to provide guidance in the compilation of the professional electronic teaching portfolio. **InTASC 9; NASM 6; EDL₃**

Syllabus

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

Syllabus

- 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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

TECHNOLOGY ADDRESSED:

The use of a variety of technology, to include but not limited to, computers and audio equipment is an integral component of this course. It is expected that technology will be implemented into the professional teaching, learning, and communication process as appropriate in accordance with the Georgia Technology Standards for Educators.

COURSE REQUIREMENTS:

(Requirements can be used as artifacts for the electronic portfolio to demonstrate your ability to meet the Conceptual Framework Principles.)

1. ESTABLISH PROFESSIONAL PEER RELATIONSHIPS (CO 3, 4)

Establish clear exchange of information with your mentor teacher. Share information about Valdosta State University's departmental requirements and dates you are required to attend meetings on campus. Develop a calendar with your mentor teacher at the beginning of the semester to reflect timelines and expectations. Good communication is a must! **InTASC 6, 10; NASM 8; EDL_{3.2}**

2. SCHEDULE FOR SUPERVISION

Provide a copy of your class schedule (daily and weekly) to your university supervisor within one week from orientation. Keep it updated as your schedule changes. In addition, provide all necessary contact information, including your home phone number, your e-mail address, and the best time to reach you.

Syllabus

3. FORMATIVE EVALUATIONS (CO 1, 3)

There will be 3 - 5 visits from your university supervisor during the Clinical Practice period. Two of these will be formal evaluations; or more if needed. In preparing for your formal observations, you will need to schedule a small block of time (15 to 30 minutes) for a pre-conference. At this time, you will share your plans for your lesson. Please make sure that your university supervisor has a copy of your seating chart and any worksheets, materials, and/or texts to be used during the observed lesson. Remember: your lessons should be creative, exciting, stimulating, and innovative. All of your students should be involved. Your university supervisor does not want to do an observation on students completing worksheets.

At the conclusion of each observation, plan to meet with your supervisor and discuss the lesson. Make arrangements with your mentor teacher for them to take over the class for approximately 30 to 60 minutes after the observation, so that you and your university supervisor can leave the classroom. (Pre-plan a quiet place to meet for your post-conference.) **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASM 6, 7, 8; CPL₃; AL₃; FL₃; EDL₃; DL₃**

4. GACE CONTENT TEST IN MUSIC (CO 2)

Candidates will take the GACE Content Tests in Music. This can be completed prior to Clinical Practice. It is not required to pass the tests to pass Clinical Practice, but you are required to take the tests. **InTASC 4, 5; NASM 1, 2, 3, 4; CPL₁**

5. LESSON PLANS (CO 1, 3)

A. FORMAT

When you begin to teach, prepare detailed formal lesson plans using the department's template that was utilized in your curriculum classes. The "long" and detailed plans will be expected until your university supervisor and mentor teacher determine that you may use a shorter form. Some schools have specific lesson plan formats/templates that are required; these are also acceptable. All lesson plans must include the following:

1. Objectives – include specific, observable students' performance.
2. Activities/Procedures – Number and list specific and detailed steps you will follow during instruction. Reference each to the appropriate objective.
3. Materials – List the materials you and the students will need. Reference each to the appropriate activity/procedure and objective. Include a copy of each worksheet/handout you will use.
4. Assessment/Evaluation – Tell what and how you as the teacher will evaluate the students' performance to determine if the student has mastered the objective. Reference each to the appropriate objective(s). Write the evaluation in terms of what the teacher will do to determine whether or not the students have reached the objective and the instrument/activity that will be used. If you use "observation", include the condition and the criterion.
5. Georgia Performance Standards are required to be on lesson plans by schools and the department. Write these out; do not use abbreviations.

Syllabus

6. Utilize technology-connected lessons where students are actively engaged with technology whenever appropriate.

B. ELEMENTS OF AN EFFECTIVE LESSON

Instruction

1. Review previous lesson by engaging students in similar or same activities and ask appropriate questions.
2. Teach – activities, procedures, materials go here. All activities must be related to an instructional, concept-based learning objective.
3. Guided practice – what the activity will be with your supervision.
4. Independent practice – what you expect students to complete without your help.
5. Evaluation/Assessment (doesn't have to be a test and should occur daily) – How do you know that your objectives were met?

C. CREATIVE, STUDENT-INVOLVED LESSONS

Be creative. Don't stand on the podium, at the piano, or next to the CD player constantly. Interaction between you and your students should be a high priority in the planning of your lessons. During the observation, your university supervisor will be looking for different approaches to teaching.

COURSE EVALUATION (CO 1, 2, 3, 4, 5)

All of the above areas must receive an evaluation of satisfactory to receive a "Satisfactory" grade (2 on the COE Observation Instrument rubric) for Clinical Practice. Your university supervisor determines your grade based upon three formative assessments and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor. **TL₃, CPL₃; AL₃; FL₃; EDL₃; DL₃,**

You must complete Tasks 1, 2, and 3 for edTPA. Specific directions will be provided. The portfolio will be completed as part of MUE 7200 Professional Development Seminar II. CPL₃; AL₃; FL₃; EDL₃; DL₃, TL₃

ATTENDANCE POLICY

This course will hold a policy of no excused absences. This means that missed time from Clinical Practice needs to be made up. Excessive absences or an unexcused absence will be handled on an individual basis.

1. Student teachers are to contact:
 - the mentor teacher,
 - the school, and
 - the university supervising teacher.
2. All missed time is to be reported and made up.

If you are required to make up days beyond the date set for graduation, you will still be able to graduate with your class, provided all other requirements are met. You will, however, be given an "Incomplete" until your days have been made up. At that time, you will contact your university supervisor to inform him or her that you have completed your requirements. In turn, the VSU paperwork will be submitted for your grade to be changed to "Satisfactory".

Syllabus

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
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Syllabus

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CLAUSE ON HEALTH

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<http://www.valdosta.edu/colleges/arts/music/resources.php>

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[http://nasm.arts-accredit.org/site/docs/PAMA-NASM Advisories/5a NASM PAMA-Student Information Sheet-Standard.pdf](http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf)

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REQUEST FOR A NEW COURSE
Valdosta State University

SEP 25 2015

Date of Submission: 09/02/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
Music

Faculty Member Requesting:
Melissa Grady

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUE 7800

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

Semester/Year to be Effective:
Summer 2016

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 20

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.) Co-requisites: MUE 7600 OR MUE 7610, MUE 7640, MUSC 7750, 2 to 4 hours of Instrumental Methods courses. A supervised field experience (15 weeks) to coordinate with MAT (Music) methods and curriculum courses.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Program includes extensive field-based experience.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for the Accreditation of Educator Preparation (CAEP) requires extensive field-based experience at multiple levels.
- Other: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. MUE 7800 Practicum in Music will be a required course for the MAT (Music) degree.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. MUE Advisory Committee recommendations and CAEP accreditation standards.
- 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, departmental assessments, and alumni surveys.

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

Other:

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

Approvals:		
Dept. Head:	<i>J. J. M.</i>	Date: 9/4/15
College/Division Exec. Comm.:	<i>U/E</i>	Date: 9/8/15
Dean/Director:	<i>[Signature]</i>	Date: 9/8/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. P. L.</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. J. P. L.</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUE 7800 PRACTICUM IN MUSIC

0-20-3

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email: TBA

Phone: TBA

Office Room:

Office Hours: TBA

CATALOG DESCRIPTION: Co-requisites: MUE 7600 OR MUE 7610, MUE 7640, MUSC 7750, 2 to 4 hours of Instrumental Methods courses. A supervised field experience (15 weeks) to coordinate with MAT (Music) methods and curriculum courses.

RATIONALE: Public school classroom observations and pre-internship field experience are essential for the success of the practicing music educator. The course objectives support the InTASC Advanced Teacher Proficiencies, the NASM Standards for Master of Music in Music Education, the InTASC Standards, and the Department of Music Educational Outcomes.

COURSE OBJECTIVES:

Related standards indicated after each objective.

1. In conjunction with Curriculum (MUE 7640, MUE 7600 OR MUE 7610, MUSC 7750) and Instrumental Methods (MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730) courses, MAT (Music) candidates will plan and demonstrate effective teaching strategies in lessons/rehearsals, including the use of technology, appropriate for students' abilities and subject content area. **NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; A-CPL 1, 2, 3; A-EDL 1, 2, 3; MAT EDL 1.2, 2.1, 2.2, 2.3; CPL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3; DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3; AL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3; FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3; TL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3**
2. Apply in the field principles of best practice as presented in readings, discussions, models, and observations. **NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; A-CPL 1, 2, 3; A-EDL 1, 2, 3; MAT CPL 1, 2, 3; EDL 1, 2, 3; FL 1, 2, 3.1**

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

Syllabus

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

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

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

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

Syllabus

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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

TECHNOLOGY ADDRESSED

The use of a variety of technology, to include but not limited to, computers and audio equipment is an integral component of this course. It is expected that technology will be implemented into the professional teaching, learning, and communication process as appropriate in accordance with the Georgia Technology Standards for Educators.

COURSE EVALUATION

Candidates will receive a grade of S/U at the completion of the course. Grades will be determined by the Curriculum or Methods course instructor for whom the candidate is enrolled.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

Syllabus

SECOND OFFENSE:

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

ACCESSABILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

CLAUSE ON HEALTH

It is crucial that musicians maintain their hearing, vocal, and musculoskeletal health as well as prevent injuries. Students are responsible for mindful, proper, and safe activities while practicing/performing. Students are strongly encouraged to review resources provided on the websites below:

<http://www.valdosta.edu/colleges/arts/music/resources.php>

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/4a_NASM_PAMA_NMH-Student_Guide-Standard_June%202014.pdf

http://nasm.arts-accredit.org/site/docs/PAMA-NASM_Advisories/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf

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SEP 09 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 08/14/2015 (mm/dd/yyyy)		
Department Initiating Request: Music	Faculty Member Requesting: Howard Hsu	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 5521	Proposed New Course Title: Symphonic Literature II	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Symphonic Literature II
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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: MUSC 5520. A study of symphonic literature appropriate for school orchestras grades 5 through 12.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Provides a necessary background on selecting music for school orchestras and develops students' abilities in providing effective instrumental music instruction. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs as well as student and alumni surveys. Feedback from faculty stating a need for an orchestral equivalent to band and choral literature courses. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental assessments, evaluation of lessons and literature guides, 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. Evaluation of SOIs.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of lessons and literature guide.
- Other:

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

Approvals:		
Dept. Head:	<i>SE JMM</i>	Date: <i>9/4/15</i>
College/Division Exec. Comm.:	<i>[Signature] U/E</i>	Date: <i>9/8/15</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jellat</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. Jellat</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

MUSC 5521: Symphonic Literature II

2-0-2

Days/Time: TBA

Classroom: TBA

Instructor: TBA

Email:

Office Room: TBA

Office Hours: As posted

CATALOGUE DESCRIPTION: Prerequisite: MUSC 5520. A study of symphonic literature appropriate for school orchestras grades 5 through 12.

RATIONALE: The study of symphonic literature will provide the student with the necessary background to select music for school orchestras with proper consideration for appropriateness of difficulty level, instrumentation, historical perspective, and style characteristics. This course is designed to develop students' abilities to provide effective instruction in instrumental music, including the planning and execution of lessons, incorporation of technology, and utilization of the Georgia Performance Standards in Music and the National Standards for Music.

TEXT: No text required.

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

1. Develop and present instrumental music lessons that follow appropriate sequence, that teach for conceptual musical understanding, and that are age appropriate
InTASC 1, 2, 3, 4, 5, 6, 7, 8; NASM 1, 2, 4, 5, 6, 7, 8
2. Utilize technology, specifically the Internet, to obtain resources for lesson material.
InTASC 7, 8; NASM 5; AL 2.1
3. Articulate the benefits of music instruction. **InTASC 10**
4. Demonstrate growth in teaching abilities related to instrumental music. **InTASC 9; NASM 6, 8; AL 2.1**
5. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects.
InTASC 6; NASM 8; CPL 2.1

InTASC 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

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

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 2 credit-hour lecture course will require an average of 4 hours per week of work outside of class.*

**These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.*

**College of Education
Valdosta State University
Department of Music
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished
Teacher Framework)**

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

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

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

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

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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.

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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.

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**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%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)*

EVALUATION: 60% of the course evaluation is based on prompt completion of assignments and presentations and their evaluation; 40% is based on 4 equally-weighted exams (including the final exam). For attendance, each absence beyond two drops your grade by a letter. Please refer to the Undergraduate Bulletin regarding the attendance policy.

90-100% A 80-89% B 70-79% C 64-70% D below 64% F

ASSIGNMENTS:

Note the coded InTASC and NASM standards and InTASC Themes listed following each requirement. Consult the key to find out how each assignment relates to the standards.

1. Reading/Listening and Summary Reports. There will be 25 assigned readings with listening examples (10 points each). You will summarize in the appropriate format (Refer to handout) and present your findings to the class. These are due on the day listed. Spelling, grammar, formatting, and content will be assessed.

InTASC 10; NASM 8

2. Literature Guide. (50 points). Using the sample guide, you will do a Literature Guide for Grade Levels I- IV, comprised of 20 selections. **These assignments will be completed in the orchestra library at a middle and high school.**

InTASC 8; NASM 6, 8

3. Two lessons. (50points each). Prepare and present a 25-minute lesson about the musical output of a particular composer, including biographical information, a repertoire list, and recorded examples.

InTASC 2, 3, 4, 5, 7, 8; NASM 4, 8; CPL 1.1; AL 2.1

4. Final exam. The final exam will occur as scheduled.

Find the GPS for Music at:

<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/FineArts.aspx>

Note on lesson assignments: Failure to follow prescribed sequence protocol will result in low scores on the event.

ATTENDANCE POLICY: Because students are preparing to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. 10 points for each class attended. Any unexcused absence will result in a 0 for that day's class, and each unexcused late arrival (arrival after attendance is taken) to class subtracts 5 points for that day's attendance grade. The instructor will determine what constitutes an excused absence or late arrival (such as illness with a Doctor's note or personal/family emergencies). The university policy requires that any student who misses more than 20% of a class be subject to receiving a failing grade in the course.

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Graduate Catalog.

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

ACADEMIC INTEGRITY: Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the

faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students at <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>

ACCOMMODATIONS STATEMENT: Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

CLASSROOM DEMEANOR: Students are required to demonstrate good classroom demeanor. There must be no use of electronic devices, such as cell phones (set on vibrate only in case of emergencies) except for laptops and other devices previously approved for class, and no disruptive talking with classmates or texting. Disruptive students will be dismissed from class.

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

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SEP 09 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Melissa Grady

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUE 7600 Instrumental Music Curriculum

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 3-0-3
Course Title:
Pre-requisites:
Course Description: Materials and teaching techniques relative to instrumental music education.

Requested:

Course Prefix and Number:
Credit Hours: 2-0-2
Course Title:
Pre-requisites: MAT (Music) majors, MMed majors, or permission of instructor.
Grade of "S" in MUE 2999 and admission to Teacher Education.
Course Description: Materials and techniques of instrumental music instruction and curriculum in schools, including rehearsal techniques, repertoire, administration, instructional approaches, and assessment strategies.

Semester/Year to be Effective:
Summer 2016

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: The change of credit hours is necessitated by the course constraints of the proposed MAT (Music) degree.
- Other: The addition of a prerequisite is necessary for the MAT (Music) and MMed degree.

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>CLG</i>	Date: <i>9/8/15</i>
Dept. Head: <i>J. Zupp</i>	Date: <i>9/4/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>9/5/15</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jallet</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>J. T. Jallet</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

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SEP 09 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Melissa Grady

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUE 7610 Choral Music Curriculum

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours:
Course Title: Choral Music Curriculum
Pre-requisites:
Course Description: Materials and teaching techniques relative to choral music education

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Choral Curriculum
Pre-requisites: MAT (Music) majors, MMed majors, or permission of instructor. Grade of "S" in MUE 2999 and admission to teacher education.
Course Description: Materials and techniques of choral music instruction and curriculum in schools, including rehearsal techniques, vocal development, repertoire, administration, instructional approaches, and assessment strategies.

Semester/Year to be Effective:
Summer 2016

Estimated Frequency of Course Offering:
Once per year


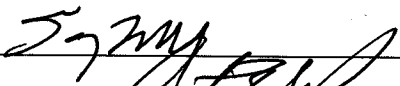
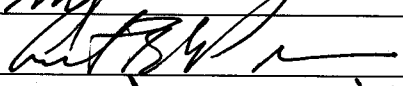
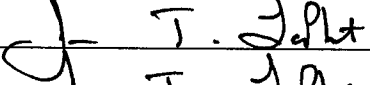
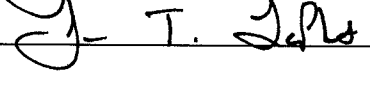
Indicate if Course will be : Requirement for Major Elective

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: The course objectives support the InTASC Advanced Teacher Proficiencies, the NASM Standards for Master of Music in Music Education, the InTASC Standards, and the Department of Music's Educational Outcomes.
- Other:

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Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.:	
Dept. Head:	
Dean/Director:	
Graduate Exec. Comm.(if needed):	
Graduate Dean (if needed):	
Academic Committee:	

Date: 9/8/15

Date: 9/4/15

Date: 9/8/15

Date: 10-7-15

Date: 10-7-15

Date:

Form last updated: September 4, 2015

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SEP 09 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Melissa Grady
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUE 7640 General Music Curriculum	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description:	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: <u>MAT (Music) majors or MMed majors.</u> Course Description:
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The addition of a prerequisite is necessary for the MAT (Music) degree.	
Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.	

Approvals:	
College/Division Exec. Comm.:	Date: 9/8/15
Dept. Head:	Date: 9/4/15
Dean/Director:	Date: 9/8/15
Graduate Exec. Comm.(if needed):	Date: 10-7-15
Graduate Dean (if needed):	Date: 10-7-15
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Tamara Hardesty
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 5101 Graduate Diction I	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Advanced skills needed to sing in English and German.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: <u>MAT (Music) majors or permission of instructor.</u> Course Description: Advanced skills needed to sing in English and <u>Italian.</u>
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input checked="" type="checkbox"/> Improving student learning outcomes: The revised order of languages studied in MUSC 5101 Graduate Diction I and MUSC 5102 Graduate Diction II is pedagogically more valid. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The addition of a prerequisite is necessary for the MAT (Music) degree.	
Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.	

Approvals:	
College/Division Exec. Comm.:	Uk Date: 9/8/15
Dept. Head:	Signature: [Handwritten Signature] Date: 9/14/15
Dean/Director:	Signature: [Handwritten Signature] Date: 9/18/15
Graduate Exec. Comm.(if needed):	J. T. Jellat Date: 10-7-15
Graduate Dean (if needed):	J. T. Jellat Date: 10-7-15
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Tamara Hardesty
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 5102 Graduate Diction II	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Advanced skills needed to sing in Italian and French.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: <u>MAT (Music) majors or permission of instructor.</u> Course Description: Advanced skills needed to sing in <u>German</u> and French.
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input checked="" type="checkbox"/> Improving student learning outcomes: The revised order of languages studied in MUSC 5101 Graduate Diction I and MUSC 5102 Graduate Diction II is pedagogically more valid. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The addition of a prerequisite is necessary for the MAT (Music) degree.	
Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.	

Approvals:	
College/Division Exec. Comm.: <i>AL</i>	Date: <i>9/8/15</i>
Dept. Head: <i>29 July</i>	Date: <i>9/4/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jelt</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>J. T. Jelt</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

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SEP 09 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Melissa Grady
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 5500 Band Literature	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: 2-0-2 Course Title: Band Literature Pre-requisites: Course Description: Study of styles and eras of band literature appropriate for a variety of styles.	Requested: Course Prefix and Number: Credit Hours: <u>1-0-1</u> Course Title: <u>Band Literature I</u> Pre-requisites: Course Description: Study of styles and eras of band literature appropriate for <u>performance levels I-IV</u> .
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The Department of Music has submitted a proposal for a new degree: Master of Arts in Teaching (MAT) with a major in Music Education. For this new degree, students will be required to take two band literature courses. With the creation of MUE 5510 Band Literature II, it is necessary to alter the course title of MUE 5500 to Band Literature I to denote the sequence.	

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>UK</i>	Date: <i>9/8/15</i>
Dept. Head: <i>Sy Fultz</i>	Date: <i>9/4/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jellat</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>J. T. Jellat</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

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Revised

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Revised title, Prereq, and description

Department Initiating Request:

Music

Faculty Member Requesting:

Melissa Grady

Proposed New Course Prefix & Number:

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

MUSC 5510

Proposed New Course Title:

Band Literature II

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Band Literature II

Semester/Year to be Effective:

Summer 2016

Estimated Frequency of Course Offering:

Once per year

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: MUSC 5500. A study of styles and eras of band literature appropriate for performance levels V-VI.

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 study of band literature will provide the student with the necessary background to select music for school band with proper consideration for appropriateness of difficulty level, instrumentation, historical perspective, and style characteristics.

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. SOIs as well as 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, departmental assessments, and alumni surveys.

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

Other:

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

Approvals:		
Dept. Head:	<i>Sy ZMM</i>	Date: <i>9/4/15</i>
College/Division Exec. Comm.:	<i>[Signature] UE</i>	Date: <i>9/8/15</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Syllabus

MUSC 5510: Band Literature II

2-0-2

Days/Time: TBA

Classroom: TBA

Instructor: Joe Brashier

Email: jhbrashi@valdosta.edu

Phone: 333-5809

Office Room: Band House

Office Hours: as posted

CATALOGUE DESCRIPTION: **Prerequisite: MUSC 5500.** A study of styles and eras of band literature appropriate for performance levels V-VI.

RATIONALE: The study of band literature will provide the student with the necessary background to select music for school band with proper consideration for appropriateness of difficulty level, instrumentation, historical perspective, and style characteristics. This course is designed to develop students' abilities to provide effective instruction in instrumental music, including the planning and execution of lessons, incorporation of technology, and utilization of the Georgia Performance Standards in Music and the National Standards for Music.

TEXT: No text required.

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

1. Develop and present instrumental music lessons that follow appropriate sequence, that teach for conceptual musical understanding, and that are age appropriate **InTASC 1, 2, 3, 4, 5, 6, 7, 8; NASM 1, 2, 4, 5, 6, 7, 8; Area 1, 3; DL 1.2**
ACPL 1.1, 1.3, 2.2; AFL 2.1, 2.2
2. Utilize technology, specifically the Internet, to obtain resources for lesson material. **InTASC 7, 8; NASM 5; Area 1, 3; ATL 2.2**
3. Articulate the benefits of music instruction. **InTASC 10; Area 1**
4. Demonstrate growth in teaching abilities related to instrumental music. **InTASC 9; NASM 6, 8; Area 1, 2, 3; AEDL 1.1, 2.1 ; ACPL 1.1, 1.2, 1.3; AL 2.1**
5. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. **InTASC 6; NASM 8; Area 3; ACPL 2.1**
- 6.

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

Lecture Courses:

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for class. Thus, a 2 credit-hour lecture course will require an average of 4 hours per week of work outside of class.*

*These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation 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. To earn a desired grade may require more than just the average investment of expected student academic activity.

Syllabus

**College of Education
Valdosta State University
Department of Music**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

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

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

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

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

Syllabus

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.

* InTASC standards http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

EVALUATION: 60% of the course evaluation is based on prompt completion of assignments and presentations and their evaluation; 40% is based on 4 equally-weighted exams (including the final exam). For attendance, each absence beyond two drops your grade by a letter.

90-100% A 80-89% B 70-79% C 64-70% D below 64% F

ASSIGNMENTS:

Note the coded InTASC and NASM standards and InTASC Themes listed following each requirement. Consult the key to find out how each assignment relates to the standards.

1. Reading/Listening and Summary Reports. There will be 25 assigned readings with listening examples (10 points each). You will summarize in the appropriate format (Refer to handout) and present your findings to the class. These are due on the day listed. Spelling, grammar, formatting, and content will be assessed. **InTASC 10; NASM 8; Area A, C; CO 1, 2, 5; EDL 1.1,**

2. Literature Guide. 50 points. Using the sample guide, you will do a Literature Guide for Grade Levels V-VI, comprised of 20 selections. You may choose to use band or string music (see handout). **These assignments will be completed in the band or orchestra library at a middle and high school. InTASC 8; NASM 8; CO 4; CPL 2.3**

3. Two lessons. 50 points each. Prepare and present a 25-minute lesson about the musical output of a particular composer, including biographical information, a repertoire list, and recorded examples. **InTASC 2, 3, 4, 5, 7, 8; NASM 8; CO 1, 2, 4, 5; Area A, B, C, E; FL 1.1, 1.2, 1.3, 2.2; AL 2.1**

4. Final exam. The final exam will occur as scheduled. **Area A; CO 4**

Syllabus

Find the GPS for Music at:

<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/FineArts.aspx>

Note on lesson assignments: Failure to follow prescribed sequence protocol will result in low scores on the event.

ATTENDANCE POLICY: For attendance, each absence beyond two drops your grade by a letter. 3 tardies = 1 absence.

ASSISTANCE WITH LESSONS: You may ask Dr. Brashier for help. Office hours are posted on his office door.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

Syllabus

Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.

ACCESSIBILITY STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. 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>.

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Melissa Grady
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 5511 Choral Literature I	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description:	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: <u>MUSC 1100 or equivalent course.</u> Course Description:
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The addition of MUSC 1100 or equivalent course as a prerequisite ensures that students will be sufficiently prepared for the topics covered in MUSC 5511 Choral Literature I.	
Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.	

Approvals:	
College/Division Exec. Comm.:	Uk Date: 9/8/15
Dept. Head: <i>Sy Jilly</i>	Date: 9/9/15
Dean/Director: <i>Arthur P...</i>	Date: 9/8/15
Graduate Exec. Comm.(if needed): <i>J. T. J. P...</i>	Date: 10-7-15
Graduate Dean (if needed): <i>J. T. J. P...</i>	Date: 10-7-15
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Melissa Grady

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 5512 Choral Literature II

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites:
Course Description:

Requested:

Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: MUSC 5511
Course Description:

Semester/Year to be Effective:
Summer 2016

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: The addition of the prerequisite will ensure the chronological context for the evaluation of literature from different style periods.

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.:	U/E Date: 9/8/15
Dept. Head:	3/2/15 Date: 9/4/15
Dean/Director:	Ante Zlatko Date: 9/8/15
Graduate Exec. Comm.(if needed):	J. T. Jella Date: 10-7-15
Graduate Dean (if needed):	J. T. Jella Date: 10-7-15
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Howard Hsu

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 5520 Symphonic Literature

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours: 2-0-2
Course Title: Symphonic Literature
Pre-requisites: MUSC 1100
Course Description:

Requested:
Course Prefix and Number:
Credit Hours: 1-0-1
Course Title: Symphonic Literature I
Pre-requisites: MUSC 1100 or equivalent
course.
Course Description:

Semester/Year to be Effective:
Summer 2016

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: The Department of Music has submitted a proposal for a new degree: the Master of Arts in Teaching (MAT) with a major in Music Education. For this new degree, students will be required to take two symphonic literature courses. With the creation of MUSC 5521 Symphonic Literature II, it is necessary to alter the course title to Symphonic Literature I to denote the sequence. The credit hour for this course has been adjusted to better fit the overall credit hour requirement for the MAT (Music) degree.

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.:	U ✓ Date: 9/8/15
Dept. Head:	27 Kelly Date: 9/4/15
Dean/Director:	[Signature] Date: 9/8/15
Graduate Exec. Comm.(if needed):	J T. J. [Signature] Date: 10-7-15
Graduate Dean (if needed):	J T. J. [Signature] Date: 10-7-15
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: David Springfield
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 6760 Jazz Pedagogy	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: 1-2-2 Course Title: Pre-requisites: Course Description: The study of jazz methods and jazz materials, including lab teaching experience.	Requested: Course Prefix and Number: Credit Hours: 1-2- <u>1</u> Course Title: Pre-requisites: <u>MAT (Music) majors or permission of instructor.</u> Course Description: The study of jazz <u>teaching methods and materials, including rehearsal techniques for large and small jazz ensembles.</u>
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Revision of credit hours and description more accurately reflects the content of the course and its purpose. Additionally, the addition of a prerequisite is necessary for the MAT (Music) degree.	

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>CMG</i>	Date: <i>9/8/15</i>
Dept. Head: <i>Sg [Signature]</i>	Date: <i>9/4/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 09/02/2015 (mm/dd/yyyy)	
Department Initiating Revision: Music	Faculty Member Requesting Revision: Doug Farwell
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 7040 Computer Applications in Music	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: 1-2-2 Course Title: Computer Applications in Music Pre-requisites: Course Description: An introduction to computer applications for music.	Requested: Course Prefix and Number: Credit Hours: <u>1-0-1</u> Course Title: <u>Technology for Teachers</u> Pre-requisites: Course Description: <u>A survey of trends and applications using technology to assist music educators enhance teaching and learning in the classroom.</u>
Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: GaPSC, NASM <input checked="" type="checkbox"/> Other: The alteration of the credit hours for MUSC 7040 better fits the credit hour requirements for the MAT (Music) degree. The change of title from MUSC 7040 Computer Applications in Music to MUSC 7040 Technology for Teachers better clarifies the content of the course.	

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Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>CE</i>	Date: <i>9/8/15</i>
Dept. Head: <i>[Signature]</i>	Date: <i>9/14/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>9/18/15</i>
Graduate Exec. Comm.(if needed): <i>[Signature]</i> <i>T. J. [Signature]</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>[Signature]</i> <i>T. J. [Signature]</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth Kirk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 7650 Conducting

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours: 1-2-2
Course Title: Conducting
Pre-requisites: MUSC 3650.
Course Description: A study of basic choral and instrumental conducting techniques.

Requested:
Course Prefix and Number:
Credit Hours: 2-0-2
Course Title: Graduate Conducting
Pre-requisites: MAT (Music) majors and MUSC 3650 or equivalent course.
Course Description: Conducting and rehearsal techniques used in instrumental and vocal music class. Students will refine their conducting skills and acquire knowledge of the latest developments in rehearsal strategies for use with musicians of any age.

Semester/Year to be Effective:
Summer 2016

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: Change in title will distinguish this course from MUSC 3650 Conducting. Additionally, credit hour adjustment better reflects the format of this course.

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.:	U/t Date: 9/8/15
Dept. Head:	27 July Date: 9/14/15
Dean/Director:	Date: 9/8/15
Graduate Exec. Comm.(if needed):	J. T. J. Date: 10-7-15
Graduate Dean (if needed):	J. T. J. Date: 10-7-15
Academic Committee:	Date:

Form last updated: September 4, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/02/2015 (mm/dd/yyyy)

Department Initiating Revision: Music	Faculty Member Requesting Revision: Tod Leavitt
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 7734 Advanced String Pedagogy

List Current and Requested Revisions:

Current: Course Prefix and Number: MUSC 7734 Credit Hours: 0-2-1 Course Title: Pre-requisites: Course Description: An in-depth study of string pedagogy designed to enhance instructional skills in private and group settings	Requested: Course Prefix and Number: <u>MUE 7740</u> Credit Hours: <u>1-2-2</u> Course Title: Pre-requisites: <u>MAT (Music) majors (string) or permission of instructor.</u> Course Description: <u>Orientation to and experience with techniques of performance and methods of advanced string pedagogy.</u>
--	--

Semester/Year to be Effective: Summer 2016	Estimated Frequency of Course Offering: Once per year
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Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: The prefix change from MUSC to MUE and credit hour adjustment better reflects the course content. MUE 7740 Advanced String Pedagogy will be a required course for the proposed MAT (Music) degree.

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>ML</i>	Date: <i>8/8/15</i>
Dept. Head: <i>Greg Kelly</i>	Date: <i>9/9/15</i>
Dean/Director: <i>Richard P...</i>	Date: <i>9/8/15</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jello</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>J. T. Jello</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

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Request for a Revised Course
Valdosta State University

SEP 09 2015

Date of Submission: 09/02/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Melissa Grady

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 7750 Advanced Vocal Pedagogy

List Current and Requested Revisions:

Current:
Course Prefix and Number: MUSC 7750
Credit Hours: 0-2-1
Course Title:
Pre-requisites:
Course Description:

Requested:
Course Prefix and Number: MUE 7750
Credit Hours: 1-2-2
Course Title:
Pre-requisites: MAT (Music) majors or
permission of instructor.
Course Description:

Semester/Year to be Effective:
Summer 2016

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: Change of course prefix from MUSC 7750 Advanced Vocal Pedagogy to MUE 7750 Advanced Vocal Pedagogy better reflects the content of the course. The addition of prerequisites as well as an adjustment of credit hours aligns with the requirements of the proposed MAT (Music) degree.

Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>UK</i>	Date: <i>9/8/15</i>
Dept. Head: <i>29 J. Kelly</i>	Date: <i>9/14/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>9/18/15</i>
Graduate Exec. Comm.(if needed): <i>J. Kelly</i>	Date: <i>10-7-15</i>
Graduate Dean (if needed): <i>J. Kelly</i>	Date: <i>10-7-15</i>
Academic Committee:	Date:

Form last updated: September 4, 2015

Request for a Revised Course
Valdosta State University

Date of Submission: 09/24/2014 (mm/dd/yyyy)

Department Initiating Revision:
Honors College

Faculty Member Requesting Revision:
Mike Savoie

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HONS 4990 Honors Senior Project

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 2-0-2
Course Title:
Pre-requisites:
Course Description:

Requested:

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

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
2 times 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: Discrepancy in Banner and Catalog listing. HONS 4990 was intended to be a 3 credit hour course to meet the established curriculum requirements for the Honors College.

Plans for assessing the effectiveness of the course: Faculty committee review of portfolio materials.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head:	Date:
Dean/Director: <i>A. Savoi</i>	Date: <i>9-24-15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 24, 2015

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: 125

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2016

Degree and Program Name: Dual Degree Program

Present Requirements:

The Dual Degree Program offers a student the opportunity to earn a Bachelor of Science degree from Valdosta State University and, in addition, a Bachelor of Science degree in engineering from the Georgia Institute of Technology within a total time period of approximately five years. Three-fourths of the Valdosta State University degree requirements are completed before transfer to the Georgia Institute of Technology (nominally three years), while the remaining Valdosta State University degree requirements and the remaining engineering degree requirements are completed at the Georgia Institute of Technology (nominally two years). The bachelor's degree from Valdosta State University may be awarded when the student has satisfied the degree requirements. The major selected at Valdosta State University should be one that can easily incorporate the mathematics and science courses required in the first two years of the engineering field the student plans to enter, i.e., applied mathematics, computer science, physics, or chemistry. Other majors make the five-year time period unfeasible. The second degree at the Georgia Institute of Technology may be selected from any of the fields of engineering.

RECOMMENDED COURSES FOR THE DUAL-DEGREE PROGRAM Major: See course requirements for VSU major. Students must complete at least 90 hours at VSU before transferring. See the Dual Degree Coordinator for additional requirements that must be satisfied before transferring.

Proposed Requirements: (highlight changes after printing)

The Dual Degree Program offers a student the opportunity to earn a Bachelor of Science degree from Valdosta State University and, in addition, a Bachelor of Science degree in engineering from the Georgia Institute of Technology within a total time period of approximately five years. Three-fourths of the Valdosta State University degree requirements are completed before transfer to the Georgia Institute of Technology (nominally three years), while the remaining Valdosta State University degree requirements and the remaining engineering degree requirements are completed at the Georgia Institute of Technology (nominally two years). The bachelor's degree from Valdosta State University may be awarded when the student has satisfied the degree requirements. The major selected at Valdosta State University should be one that can easily incorporate the mathematics and science courses required in the first two years of the engineering field the student plans to enter, i.e., applied mathematics, computer science, physics, or chemistry. Other majors make the five-year time period unfeasible. The second degree at the Georgia Institute of Technology may be selected from any of the fields of engineering.

RECOMMENDED COURSES FOR THE DUAL-DEGREE PROGRAM Major: See course requirements for VSU major. Students must complete at least 90 hours at VSU before transferring. The remaining 30 (or fewer) hours required for the VSU degree must be engineering courses (ENGR) taken at either VSU or Georgia Tech. All ENGR courses from Georgia Tech will be accepted as transfer credit by VSU.

Below is a sample program for the Dual Degree in Physics and Engineering.

Supporting Courses/Electives: Students take the following courses as they fit into the major requirements at VSU and the engineering requirements at Georgia Tech: ENGR 2010, 2200, 2310, 2500, 3210, 3220, 3320; MATH 2150, 3340. The remaining 30 (or fewer) hours required for the VSU degree must be taken at Georgia Tech, to be accepted as transfer credit by VSU.

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours
Physics/Engineering Dual degree majors are required to take MATH 2261 in Area A and MATH 2262 in Area D2. They are advised to take PHYS 2211K, PHYS 2212K in Area D2.
Core Curriculum Area F. . . .18 hours
MATH 2261 (1 hour left over from Area A) . 1 hour
MATH 2262 (1 hour left over from Area D) . 1 hour
MATH 2263 4 hours
CS 1301 4 hour
PHYS 2211K, PHYS 2212K if not taken in Area D2 0-8 hours
Lab Sciences, if PHYS 2211K, PHYS 2212K are taken in Area D2 0-8 hours

Senior College Curriculum.60 hours
Upper-Level Courses in Physics. 24 hours
PHYS 2700 1 hour
Advanced Lab courses (Choose 2 of the following: PHYS 3040, PHYS 3100, PHYS 3820, PHYS 4040) 8 hours
Upper level lecture courses (Choose 5 of the following: PHYS 3810, PHYS 4111, PHYS 4112, PHYS 4211, PHYS 4212, PHYS 4300, PHYS 4310 or ENGR 4310, PHYS 4411, PHYS 4412) 15 hours
Other Supporting Courses
MATH 2150, MATH 3340 6 hours

Engineering courses 30 hours
0-30 hours taken at engineering school
0-13 hours may be taken from the following:
ENGR 2010, ENGR 2200, ENGR 2310, ENGR 2320, ENGR 2500, ENGR 3210, ENGR 3220, ENGR 3320

See the Dual Degree Coordinator for additional requirements that must be satisfied before transferring.

Supporting Courses/Electives: Students take the following courses as they fit into the major requirements at VSU and the engineering requirements at Georgia Tech: ENGR 2010, 2200, 2310, 2500, 3210, 3220, 3320; MATH 2150, 3340.

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 Many physics programs in Georgia are starting to offer Dual Degree programs. This change will allow VSU students to better understand the requirements of this program.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other In order to clarify any ambiguity in the Dual Degree program an example curriculum for physics has been provided.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Many students have emailed Dr. Hojjatie, the Engineering Coordinator, about getting the dual degree. The confusion amongst engineering students as to the requirements of this program have caused many that could potentially graduate from VSU not to pursue this 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. **We will be monitoring to see if the clarification in the requirements for the Dual Degree program increases the numbers of students who complete the program.**

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

Approvals:	
Department Head: <i>Edward E Chatelain</i>	Date: <i>9/11/15</i>
College/Division Exec. Committee: <i>Linnie Richards</i>	Date: <i>9/14/15</i>
Dean(s)/Director(s): <i>Linnie Richards</i>	Date: <i>9/14/15</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:
192

Proposed Effective Date for Curriculum Change:
(Month/Year): 1/16

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

Present Requirements:

General Electives.....9 hours
(At least 6 hours must be non-business courses)

Proposed Requirements (Underline changes after printing this form:

General Electives.....9 hours
(Electives in this 9 hr. tract may consist of business and/or non-business classes)

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VALDOSTA STATE UNIVERSITY

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Allow more flexibility to students' preferences.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head: *[Signature]* Date: 7/10/15

College/Division Exec. Committee: *[Signature]* Date: 9/11/15

Dean(s)/Director(s): *[Signature]* Date: 9/14/15

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:
191

Proposed Effective Date for Curriculum Change:
(Month/Year): 1/16

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

Present Requirements:

General Electives.....9 hours
(At least 6 hours must be non-business courses)

Proposed Requirements (Underline changes after printing this form:

General Electives.....9 hours
(Electives in this 9 hr. tract may consist of business and/or non-business classes)

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VALDOSTA STATE UNIVERSITY

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: It provides more flexibility to students.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head: *Alta Cole* Date: *9/10/15*

College/Division Exec. Committee: *Saujan* Date: *9/11/15*

Dean(s)/Director(s): *L Wang* Date: *9/14/15*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 07/30/2015 (mm/dd/yyyy)

Department Initiating Revision:
Economics and Finance

Faculty Member Requesting Revision:
Dr. Attila Cseh

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
FIN 3350 - Financial Management

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

Current:
Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites: ACCT 2102, ECON2106
Co-requisites: BUSA 2100 or MATH 2620
Course Description:

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites: ACCT 2102, ECON 2106, and BUSA 2100 or MATH 2620
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall/2016

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. 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: Basic concepts in statistics are applied in the course.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 9/10/15
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 9/11/15
Dean/Director: <i>[Signature]</i>	Date: 9/14/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
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

SEP 25 2015

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Current Catalogue Page Number: 64

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1/1/16

Degree and Program Name: Ed.D. Curriculum & Instruction

Present Requirements: (highlight changes after printing) The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the specialist and master's levels; and instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department. The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate). The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Proposed Requirements: (highlight changes after printing) The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the specialist and master's levels; and instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department. The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments and academic disciplines. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate upgrades). The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

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Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based) and/or GaPSC PL-6 certificate options, and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change. The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools. The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based) and/or GaPSC PL-6 certificate options, and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change. The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools. The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology applications. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety

of contexts: business, industry, government, military service, health fields, and schools.⁶⁵

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

The curriculum and instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies.

of contexts: business, industry, government, military service, health fields, and schools.

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

The curriculum and instruction major is designed for experienced practitioners in a variety of academic disciplines. The program provides opportunities for candidates to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other learning environments. The program offers concentrations for both non P-12 educators and P-12 educators. P-12 educators seeking certificate upgrades (level 6/7) are required to select concentrations in their certification field--all electives must be approved by the advisor and completed in the teaching certification field. Non P-12 educators' electives must be approved by the advisor in an area of specific interest.

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 language is updated to reflect current needs related to all C&I concentration areas.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The Occupational Outlook Handbook identifies occupational growth as 11%-13% in curriculum and instruction fields through 2022.**
- 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.) **Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys**

Approvals:		
Department Head:	<i>J. S. Pt</i>	Date: 9/24/15
College/Division Exec. Committee:	<i>Lynn C. Mei</i>	Date: 9/24/15
Dean(s)/Director(s):	<i>Lynn C. Mei</i>	Date: 9/24/15
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Pt</i>	Date: 10.7.15
Graduate Dean: (for grad program)	<i>J. T. J. Pt</i>	Date: 10.7.15
Academic Committee:		Date:

Form last updated: January 6, 2010

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SEP 25 2015

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

A, B, C

Current Catalog Page Number:

66

Proposed Effective Date for

Curriculum Change:

(Month/Year): 1/16

Degree & Program Name:

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

Curriculum and Instruction

Present Requirements:

NOTE: This is a new set of disciplinary concentrations. Currently, students select course content and pedagogy based on their educator certification fields. However, these content areas are not identified as concentrations as required by the GaPSC.

Proposed Requirements (Underline changes after printing this form:

REQUIREMENTS FOR THE ED.D. WITH A MAJOR IN CURRICULUM AND INSTRUCTION (WITH AN APPROVED DISCIPLINARY CONCENTRATION)

Students seeking a certificate upgrade must identify an approved concentration (i.e., certification field) on the Ed.D. admission application in order for a concentration to appear on their transcript.

Concentrations include English, History, Language Arts, Library Media, Mathematics, P-12 Curriculum & Instruction, Political Science, Reading, Science, Social Science, Spanish, Instructional Technology, Special Education Adapted Curriculum, Special Education General Curriculum, ESOL English to Speakers of Other Languages, Gifted, Health and Physical Education, Middle Grades, and Secondary Education. Other approved concentrations are available upon request.

Area A: Disciplinary Studies.....9 hours
CIED 9100.....3 hours
Choose two from the following: ACED 9400,
LEAD 9030, EDUC 9000.....6 hours

Area B: Educational Inquiry.
.....16 hours
RSCH 9800, RSCH 9820, RSCH 9840
.....9 hours
RSCH 9830, RSCH 9850, or RSCH 9860
.....3 hours
RSCH 9871, RSCH 9872
.....4 hours

*Area C: Major Courses21 hours
Curriculum and Instruction Core.....9 hours
CIED 9200, CIED 9300,

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	<p>and CIED 9400</p> <p>PSYC 8020.....3 hours</p> <p>Concentration Electives.....9 hours</p> <p>EDUC 5999.....0 hours</p> <p>Area D: Dissertation.....9 hours</p> <p>CIED 9999.....9 hours</p> <p>Total Hours Required for the Degree55 semester hours</p> <p>An approved portfolio is required before Admission to Candidacy.</p> <p>*Students must apply electives and other designated course work to content and pedagogy within their approved concentration (i.e., certification field).</p>
--	--

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: This change will allow students the opportunity for an in-field certificate upgrade through the Georgia Professional Standards Commission, the State certifying body for P-12 educators. Currently students select course content and pedagogy based on their educator certification fields. However, these content areas are not identified as concentrations as required by the GaPSC, and this new concentration will remedy that issue.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Ed.D. student surveys and GaPSC rules
- 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.) Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.

Approvals:

Department Head:	<i>[Signature]</i>	Date:	9/24/15
College/Division Exec. Committee:	<i>[Signature]</i>	Date:	9/24/15
Dean(s)/Director(s):	<i>[Signature]</i>	Date:	9/24/15
Grad. Exec. Committee: (for graduate course)	<i>[Signature]</i> <i>[Signature]</i>	Date:	10.7.15
Graduate Dean: (for graduate course)	<i>[Signature]</i> <i>[Signature]</i>	Date:	10.7.15
Academic Committee:		Date:	

Form last updated: January 6, 2010

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SEP 25 2015

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 A, B, C

Current Catalog Page Number: 66

Proposed Effective Date for Curriculum Change: (Month/Year): 1/16

Degree & Program Name: (e.g., BFA, Art): Ed.D. Curriculum and Instruction

Present Requirements: REQUIREMENTS FOR THE ED.D. WITH A MAJOR IN CURRICULUM AND INSTRUCTION WITH A CONCENTRATION IN GENERAL CURRICULUM AND INSTRUCTION

Area A: Disciplinary Studies... 9 hours CIED 9100 ... 3 hours Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000 ... 6 hours

Area B: Educational Inquiry... 16 hours RSCH 9800, RSCH 9820, RSCH 9840 ... 9 hours RSCH 9830, RSCH 9850, or RSCH 9860 ... 3 hours RSCH 9871, RSCH 9872 ... 4 hours

Area C: Major Courses ... 21 hours Curriculum and Instruction Core ... 9 hours CIED 9200, CIED 9300, and CIED 9400 Electives ... 12 hours The advisor and student will jointly design a program of study based on the selected concentration.

Area D: Dissertation ... 9 hours CIED 9999 ... 9 hours

Total Hours Required for the Degree ... 55 semester hours An approved portfolio is required before Admission to Candidacy.

Proposed Requirements (Underline changes after printing this form): REQUIREMENTS FOR THE ED.D. WITH A MAJOR IN CURRICULUM AND INSTRUCTION WITH A CONCENTRATION IN LEARNING AND DEVELOPMENT

Area A: Disciplinary Studies... 9 hours Choose three of the following: CIED 9100, ACED 9400, EDUC 9000, CIED 9400, LEAD 9030 ... 9 hours

Area B: Educational Inquiry... 13 hours RSCH 9800, RSCH 9840 ... 6 hours

RSCH 9871... 1 hour

RSCH 9872... 3 hours

Choose one of the following: RSCH 9810, RSCH 9820, RSCH 9850, or RSCH 9860 ... 3 hours

Area C: Major Courses ... 24-27 hours Curriculum and Instruction Core ... 15 hours CIED 9100, CIED 9210, CIED 9220, CIED 9810, and ACED 7110.

Electives ... 9-12 hours The advisor and student will jointly design a program of study based on the selected program emphasis.

Area D: Dissertation ... 9 hours CIED 9999 ... 9 hours

Total Hours Required for the Degree ... 55-58 semester hours

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An approved portfolio is required before Admission to Candidacy.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Currently, the C&I domain identifies Learning and Development as the terminology used to describe learning environment fields outside of P-12 education. These changes reflect the latest needs of those working in the non p-12 curriculum and instruction 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. The Occupational Outlook Handbook identifies occupational growth as 11%-13% in curriculum and instruction fields through 2022.
- 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.) Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.

Approvals:

Department Head:

J. C. Pt

9/24/15
Date:

College/Division Exec. Committee:

Lyn C. Mei

9/24/15
Date:

Dean(s)/Director(s):

Lyn C. Mei

9/24/15
Date:

Grad. Exec. Committee:
(for graduate course)

J. T. J. Pt

Date: *10.7.15*

Graduate Dean:
(for graduate course)

J. T. J. Pt

Date: *10.7.15*

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/09/2015 (mm/dd/yyyy)

Department Initiating Request:
Curriculum, Leadership, & Technology

Faculty Member Requesting:
Herbert Fiester

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
CIED 9210

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

Semester/Year to be Effective:
Fall/2016

Estimated Frequency of Course Offering:
1 time per year

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.) Advanced study of theory and practical application of designing instruction.

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: Improving program course offerings to meet current needs of those working in the field.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:



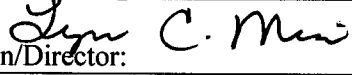
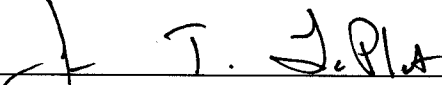
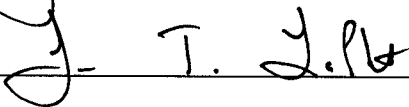
- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The Occupational Outlook Handbook identifies occupational growth as 11%-13% in curriculum and instruction fields through 2022.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, 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.) Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.
- Other:

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

Approvals:	
Dept. Head: 	Date: 9/24/15
College/Division Exec. Comm.: 	Date: 9/24/15
Dean/Director: 	Date: 9/24/15
Graduate Exec. Comm.: (for graduate course): 	Date: 10-7-15
Graduate Dean: (for graduate course): 	Date: 10-7-15
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**CIED 9210
Instructional Design
Three (3) Semester Hours**

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.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This Instructional Design course provides a learning experience related to theory and practical application of designing instruction, which includes:

- Analysis
- Design and development
- Visual design and media production
- Learner assessment

- Formative evaluation
- Implementation
- Summative evaluation
- Project Management
- Using technology
- Consulting
- Mastering group processes

Required Readings & Software

Carroll, J.M. (1992). Minimalist documentation. In H.D. Stolovitch & E.J. Keeps (Eds.), *Handbook of human performance technology* (pp. 331-351). San Francisco, CA: Jossey-Bass.

Ertmer, P., & Quinn, J. (2003). *The ID case book: Case studies in instructional design* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Klausmeier, H.J. (1990). Conceptualizing. In B.F. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction: Implications for educational reform* (pp. 93-138). Hillsdale, NJ: Lawrence Erlbaum Associates.

Morrison, G. R., Kemp, J. E., & Ross, S. M. (2003). *Designing effective instruction* (6th ed.). Hoboken, NJ : J. Wiley & Sons.

Mager, R. F. (1997). *Preparing instructional objectives*. (3rd ed). Atlanta, GA: The Center for Effective Performance.

Smith, E.E. (1988). Concepts and thought. In R.J. Sternbert & E.E. Smith (Eds.), *The psychology of human thought* (pp. 19-49). New York: Cambridge University Press.

Additional, typically free, online readings may be designated by the instructor.

This course requires you to have, at a minimum, equipment and skills allowing ready and constant access to Microsoft Office, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous sessions requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

- A. Learn, synthesize, and discuss the key elements of the instructional systems development process.
- B. Demonstrate competence in doing instructional systems development.
- C. Learn and demonstrate the understanding of the differences between an independent and group learner.
- D. Demonstrate expertise working as a team member.

Course Assignments

1. Project 1: Procedure learning (45% of course grade).

Team Deliverables

- Analysis plan
- Instructional design plan
- Instructional materials
- Project report
- Team report

Individual Deliverables

- Individual report draft
- Peer reviews

2. Project 2: Concept Learning (45% of course grade)

Team Deliverables

- Analysis plan
- Instructional design plan
- Instructional materials
- Project report
- Team report

Individual Deliverables

- Individual report draft
- Peer reviews

3. Additional Assignments (10% of course grade)

- Group dynamics reflections
- Professionalism and disposition

Course Evaluation - Grading Scale

- A Excellent work - among the best work at the graduate level (90%+ of possible points)
- B Satisfactory work - better than average work at the graduate level (80% - 89%)
- C Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
- D Unsatisfactory, perfunctory, or missing work (60% - 69%)
- F Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class

session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

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

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.

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SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/09/2015 (mm/dd/yyyy)

Department Initiating Request:
Curriculum, Leadership, & Technology

Faculty Member Requesting:
Herbert Fiester

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
CIED 9220

Proposed New Course Title:
Instructional Development and Production
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Instructional Dev. & Prod.

Semester/Year to be Effective:
Fall/2016

Estimated Frequency of Course Offering:
1 time per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: CIED 9210. Advanced study of theory and practical application of developing and producing instruction.

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: Improving program course offerings to meet current needs of those working in the field.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The Occupational Outlook Handbook identifies occupational growth as 11%-13% in curriculum and instruction fields through 2022.
- 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.) Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.
- Other:

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

Approvals:	
Dept. Head: <i>L. P. A.</i>	Date: <i>9/24/15</i>
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>9/24/15</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>9/24/15</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. P. A.</i>	Date: <i>10.7.15</i>
Graduate Dean: (for graduate course): <i>J. T. J. P. A.</i>	Date: <i>10.7.15</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**CIED 9220
Instructional Development and Production
Three (3) Semester Hours**

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.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course provides a learning experience related to theory and practical application of developing and producing instruction, which includes:

- Identifying and documenting a design opportunity which includes an in-depth description of a learning/performance intervention
- Production strategy identification, selection, and creation of the learning product that addresses the intervention
- Production tool(s) identification, selecting, and to support your intervention

Required Textbooks & Software

Lipton, R., (2007). *The practical guide to information design*. Hoboken, NJ: John Wiley & Sons, Inc.

Additional, typically free, online readings may be designated by the instructor.

This course requires you to have, at a minimum, equipment and skills allowing ready and constant access to Microsoft Office, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous sessions requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. In consultation with instructors and peers, you will identify and select an instructional or performance intervention that you have sufficient enough access to allow you to document in detail.
2. You will describe the selected intervention using the following format:
 - a. Form and function of the intervention
 - b. Experiential qualities of the intervention
 - c. Primary elements of the intervention and their relationships
 - d. Limitations of production and design decisions in the context of goals of the intervention
3. You will utilize feedback, resource materials, and rich media to create a documentary that describes your study of the decisions related to your intervention.

Course Assignments

1. **Tutorial reflections (20% of course grade).** Your reflections of course tutorials.
2. **Work in progress and postings (30% of course grade).** Your response to feedback depth of insight related to process of your project.
3. **Proposal (10% of grade).**
4. **Prototype (10% of grade).** This can take many forms depending on the final format you plan for your documentary.
5. **Trial run (10% of grade).** You need to conduct one or more trial runs with people in your intended audience, or people who are very much like your intended audience.
6. **Final documentary (20% of grade).** This is the final form of the description you have created. You need to record yourself presenting it and turn in both the materials and the recording (in digital form). If it is to be self-running, you need to turn it in as a packaged format that is both self-running and that can be archived.

Course Evaluation - Grading Scale

- A Excellent work - among the best work at the graduate level (90%+ of possible points)
- B Satisfactory work - better than average work at the graduate level (80% - 89%)
- C Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
- D Unsatisfactory, perfunctory, or missing work (60% - 69%)
- F Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

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

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

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

Student Opinion of Instruction

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RECEIVED

SEP 25 2015

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/09/2015 (mm/dd/yyyy)

Department Initiating Request:
Curriculum, Leadership, & Technology

Faculty Member Requesting:
Herbert Fiester

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
CIED 9280

Proposed New Course Title:
Application of Research Methods in Learning
and Development Settings
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
App. of RSCH Methods in L&D

Semester/Year to be Effective:
Fall/2016

Estimated Frequency of Course Offering:
1 time per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: CIED 9220. Study and application of disciplined inquiry in the learning and development domain. Creating and extending knowledge related to the discipline will be 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: Improving program course offerings to meet current needs of the field.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The Occupational Outlook Handbook identifies occupational growth as 11%-13% in curriculum and instruction fields through 2022.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

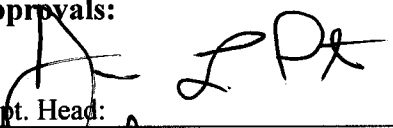

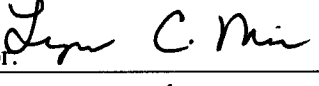
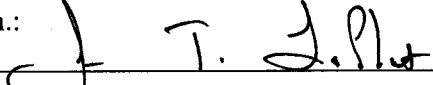
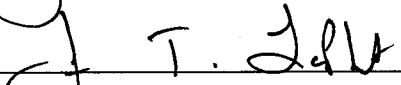
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Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course 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.) Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.
- Other:

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

Approvals:	
Dept. Head: 	Date: 9/24/15
College/Division Exec. Comm.: 	Date: 9/24/15
Dean/Director: 	Date: 9/24/15
Graduate Exec. Comm.: (for graduate course): 	Date: 10-7-15
Graduate Dean: (for graduate course): 	Date: 10-7-15
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**CIED 9280
Application of Research Methods in
Learning and Development Settings
Three (3) Semester Hours**

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.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

The Application of Research Methods in Learning and Development Settings course provides a learning experience related to research in the learning and development domain. You will conduct disciplined inquiry as a way to create or extend knowledge related to the discipline. To that end, you will

- Analyze and identify research opportunities
- Create appropriate research designs

- Conduct research projects
- Document the research process through a research manuscript
- Think critically about the research process

Required Readings & Software

Krathwol, D. R., (2009). *Methods of educational and social science research: The logic of methods* (3rd ed.). Long Grove, IL : J. Waveland Press, Inc.

Steiner, E., (1988). *Methodology of theory building*. Sydney, Australia: Educational Research Associates.

Additional, typically free, online readings may be designated by the instructor.

This course requires you to have, at a minimum, equipment and skills allowing ready and constant access to Microsoft Office, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous sessions requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

- A. Learn disciplined inquiry in the Learning and Development domain through first-hand experience (by doing research).
- B. Learn, synthesize, and demonstrate understanding of the attitudes and values of discipline in inquiry.
- C. Learn and demonstrate understanding of the research documentation project (by writing research manuscripts).

Course Assignments

1. **Research project 1: Unique knowledge outcomes group research project (38% of course grade).**
2. **Research project 2: Generalizable knowledge outcomes group research project (38% of course grade).**
3. **Individual research prospectus and rationale (24% of course grade)**

Course Evaluation - Grading Scale

- | | |
|---|---|
| A | Excellent work - among the best work at the graduate level (90%+ of possible points) |
| B | Satisfactory work - better than average work at the graduate level (80% - 89%) |
| C | Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%) |
| D | Unsatisfactory, perfunctory, or missing work (60% - 69%) |
| F | Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%) |

Policies Affecting This Course

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Professionalism

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Attendance Policy

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

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RECEIVED

REQUEST FOR A NEW COURSE
Valdosta State University

SEP 25 2015

Date of Submission: 09/09/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
Curriculum, Leadership, & Technology

Faculty Member Requesting:
Dr. Herb Fiester

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
RSCH 9810

Proposed New Course Title:
Program Evaluation in Learning Environments
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Program Evaluation

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
One time per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: RSCH 9800. This course examines theories across the program evaluation spectrum and their application in learning environment settings and addresses financial, ethical, and logistical issues related to planning and conducting robust, professional evaluations.

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: Improving program course offerings to meet current needs of the field.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The Occupational Outlook Handbook identifies occupational growth as 11%-13% in curriculum and instruction fields through 2022.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

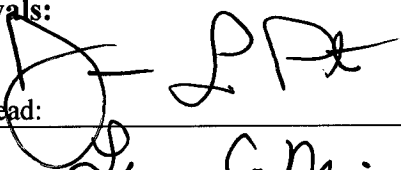

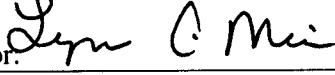
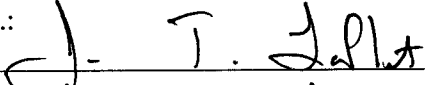
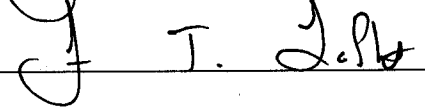
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Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course 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.) Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.
- Other:

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

Approvals:		
Dept. Head:		Date: 9/24/15
College/Division Exec. Comm.:		Date: 9/24/15
Dean/Director:		Date: 9/24/15
Graduate Exec. Comm.: (for graduate course):		Date: 10.7.15
Graduate Dean: (for graduate course):		Date: 10.7.15
Academic Committee:		Date:

Form last updated: January 6, 2010

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**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**RSCH 9810
Program Evaluation
Three (3) Semester Hours, Fall 2016**

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.

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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: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course examines theories across the program evaluation spectrum and their application in learning environment settings. This course addresses financial, ethical, and logistical issues related to planning and conducting robust, professional evaluations.

Required Textbooks & Software

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2010). *Program evaluation: Alternative approaches and practical guidelines* (4th Edition). Boston: Pearson.

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2010). *Training on trial: How workplace learning must reinvent itself to remain relevant*. New York: AMACOM Books.

Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous sessions requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Describe foundational concepts in program evaluation, including uses, stakeholders, evaluator roles, formal versus informal evaluation, etc.
2. Describe financial, political, and logistical considerations in educational program evaluation
3. Differentiate common approaches to evaluating educational programs based upon their purpose, focus, and procedures used
4. Articulate the steps of program evaluation necessary to plan, implement, and disseminate findings from an evaluation
5. Calculate Return on Investment and Return on Expectations values for a chosen learning program.
6. Conduct a self-evaluation "trial" of educational programs, as a whole, within your organization
7. Select an appropriate evaluation approach and corresponding methods for use in evaluating an education/training program within an organization
8. Develop a formal plan for evaluating an educational program, including defining the evaluation's purpose, nature, stakeholders, data sources, data collection and analysis procedures, and method for presenting recommendations

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Training on Trial – 20% of Course Grade

[Objective(s): 6]

Conduct an internal assessment (i.e., a "trial") of the learning programs within your organization based upon the factors and issues addressed in the Kirkpatrick text.

2. Program Identification & Description – 5% of Course Grade

[Objective(s): 1]

Identify a learning program within your organization suitable for a comprehensive evaluation. Describe the program's purpose, stakeholders, the nature of the evaluation, the client for whom the evaluation would be conducted, etc.

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3. Define an Evaluation's Purpose & Guiding Questions – 10% of Course Grade [Objective(s): 1, 3, 7]

Working with your client, define the primary purpose and key questions guiding the program evaluation process. Be sure to describe the process used to reach the agreed upon purpose and key questions.

4. Financial Issues – 10% of Course Grade [Objective(s): 2, 5]

Document the financial considerations and issues of the learning program being evaluated. Among your considerations, calculate the Return on Investment and Return on Expectations values for the program being evaluated.

5. Logistical Issues – 10% of Course Grade [Objective(s): 2]

Given the proposed evaluation's purpose and guiding evaluation questions, identify likely political, ethical, and logistical issues that would need to be addressed in order to conduct an evaluation. Once identified, state the individual issues would addressed by you in order to minimize their influence on the evaluation.

6. Evaluation Plan – 30% of Course Grade [Objective(s): 2-5, 7-8]

Develop a formal plan for evaluating an educational program, including defining the evaluation's purpose, nature, stakeholders, data sources, data collection and analysis procedures, and method for presenting recommendations.

7. Discussion Boards – 10% of Course Grade [Objective(s): 1-7]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus

8. Participation – 5% of Course Grade [Objective(s): 1-8]

Engage in online discussions, group tasks, and peer feedback in a timely, professional, and constructive manner.

Course Evaluation - Grading Scale

- A Excellent work - among the best work at the graduate level (90%+ of possible points)
- B Satisfactory work - better than average work at the graduate level (80% - 89%)
- C Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
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- F Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

Policies Affecting This Course

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Professionalism

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Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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 2016

Degree and Program Name:
Master of Science in
Exercise Physiology

Requirements: (attach new or revised course proposals separately)

The Master of Science in Exercise Physiology degree focuses on the scientific study of the physiological processes involved in physical or motor activity, including sensorimotor interactions, response mechanisms, and the effects of injury, disease, and disability. Includes instruction in muscular and skeletal anatomy; molecular and cellular basis of muscle contraction; fuel utilization; neurophysiology of motor mechanics; systemic physiological responses (respiration, blood flow, endocrine secretions, and others); fatigue and exhaustion; muscle and body training; physiology of specific exercises and activities; physiology of injury; and the effects of disabilities and disease. Classification of Instruction Programs --CIP Code 26.0908

Admission Criteria

1. a baccalaureate degree from an accredited college or university
2. an overall GPA of 3.0 or higher on a 4.0 point scale.
3. a minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. A Miller Analogies Test score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE.
4. a minimum grade of "C" in the following prerequisite courses: (students requesting a substitution or waiver must submit the course syllabus and/or catalog description)
 - Exercise Physiology (3 semester hours)
 - Anatomy & Physiology I (4 semester hours)
 - Anatomy & Physiology II (4 semester hours)
 - Survey or Principles of Chemistry (4 semester hours) - may be taken as a co-requisite with conditional admission
 - Kinesiology (3 semester hours) - may be taken as a co-requisite with conditional admission
 - Statistics (3 semester hours)
5. three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.

Selected Educational Outcomes

1. Candidates will demonstrate competency as an Applied Exercise Physiologists in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains.
2. Candidates will implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Examples of Outcome Assessments

1. Candidates will demonstrate an understanding of research methodology as it pertains to evidence based practices.
2. Candidates will demonstrate an advanced understanding of the technique, application and interpretation of common field, clinical and laboratory assessments.
3. Candidates will demonstrate an understanding of the role of the exercise physiologist in primary, secondary and tertiary healthcare.
4. Candidates will demonstrate a tolerance and understanding of diverse populations while exemplifying community service, responsible citizenship and professional ethics.
5. Candidates must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
6. Candidates must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of an internship project or thesis.

Requirements for the M.S. in Exercise Physiology degree

Core

HSEP 71003 hours

PSYC 5500, RSCH 71006 hours

Major Curriculum

HSEP 7010, HSEP 7060, HSEP 70709 hours

HSEP 7120, HSEP 74006 hours

HSEP 7160 or HSEP 60803 hours

Capstone

HSEP 7950 or HSEP 79996 hours

Total Hours Required for the Degree 33 hours

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline.

To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline: This program considers applications for the Fall term only.

Fall Deadline: June 1.

To apply, visit: <http://www.valdosta.edu/academics/graduate-school/our-programs/>

For additional information visit: <https://www.valdosta.edu/colleges/nursing-and-health-sciences/welcome.php>

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 Will pursue CAAHEP/CoAES Accreditation
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Needs Assessment

Source of Data to Support Suggested Change:

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

Assessment Plan for the proposed program: Future CAAHEP/CoAES Accreditation

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. All of these
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Comprehensive exam, course examinations, special projects, ACSM Clinical Exercise Physiologist and/or Registered Clinical Exercise Physiologist certification pass rates; internship preceptor evaluations; student exit survey

Approvals:	
Dept. Head: <i>LaTony Carter</i>	Date: 9/15/15
College/Division Exec. Comm.: <i>Mark R. Carr</i>	Date:
Dean/Director: <i>J. Novillo</i>	Date: 9/15/15
Graduate Exec. Comm.: (for graduate program) <i>J. T. DeLu</i>	Date: 10-7-15
Graduate Dean (for graduate program): <i>J. T. DeLu</i>	Date: 10-7-15
Academic Committee: <i>J. T. DeLu</i>	Date:

Form last updated: January 21, 2010



Information for the College of Nursing & Health Sciences and for the Department of Health Sciences Regarding a Master's Degree in Exercise Physiology

I. Purpose

In order to carry out the mission of a regional university, Valdosta State University (VSU) is considering expanding its program offerings to include a Master of Science with a major in Exercise Physiology. This report, prepared by the Office of Institutional Research (OIR), contains summaries of data describing the current situation and need for this degree in Georgia and in the VSU service area. The University System of Georgia, Georgia Department of Labor, and published literature provided resources to assist the evaluation of need, current providers, and capacity for an Exercise Physiology graduate program at VSU.

II. Definition

Exercise physiology is "A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. [It] includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation."¹

In addition, the American Society of Exercise Physiologists (ASEP) states, "Exercise Physiology is the identification of physiological mechanisms underlying physical activity, the comprehensive delivery of treatment services concerned with the analysis, improvement, and maintenance of health and fitness, rehabilitation of heart disease and other diseases and/or disabilities, and the professional guidance and counsel of athletes and others interested in athletics, sports training, and human adaptability to acute and chronic exercise."²

III. USG Institutions Offering Relevant Graduate Programs in Exercise Physiology

There are six University System of Georgia (USG) institutions that offer a graduate degree program in Exercise Physiology or a related field, which are listed below in Table 1. There are no private institutions in Georgia offering similar graduate degree programs in Exercise Physiology. Georgia Health Sciences University recently merged with Augusta State University in Fall 2012 to form Georgia Regents University; in this report it is further referred to as Georgia Regents University. According to Table 1, only 19.4% of USG institutions (6 of 31) offer a graduate degree program in Exercise Physiology or a related field.

¹ U.S. Department of Education Institute of Education Sciences: National Center for Education Statistics, 2014. <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?v=55&cipid=88450>

² American Society of Exercise Physiologists, 2014. <http://www.asep.org/>

**Table 1: USG Institutions Offering a Master's in Exercise Physiology or a Related Field**

USG Institutions - Masters		
Type of Degree	Program	School/University
M.S.	Exercise Science	Columbus State University (CSU)
M.S.	Kinesiology	Georgia Regents University (GRU)
M.S.	Exercise Science	Georgia Southern University
M.S.	Exercise Science	Georgia State University (GSU)
M.S.	Applied Exercise and Health Science	Kennesaw State University (KSU)
M.S.	Kinesiology	University of Georgia (UGA)

Source: VSU OIR Analysis of USG Degrees and Majors (2014)

IV. Relevant Programs Offered in Surrounding Area

In addition to the USG institutions listed in Table 1, neighboring institutions with similar graduate degree programs are provided in Table 2. The University of Florida (Gainesville—115 miles from Valdosta) offers a Master of Science in Applied Physiology and Kinesiology with a concentration in Exercise Physiology. Florida State University (Tallahassee—80 miles from Valdosta) offers a Master of Science in Exercise Physiology. The University of North Florida (Jacksonville—135 miles from Valdosta) offers a Master of Science in Health in Exercise Science & Chronic Disease. There are only five accredited graduate degree programs by the Committee on Accreditation for the Exercise Sciences (CoAES) nationwide.³ The USG and neighboring institutions listed in Table 1 and Table 2 are not accredited by the ASEP or CoAES.

Table 2: Surrounding Institutions Offering Graduate Degree Programs in Exercise Physiology or a Related Field

Surrounding Institutions - Masters		
Type of Degree	Program	School/University
M.S.	Applied Physiology & Kinesiology	University of Florida (UF)
M.S.	Exercise Physiology	Florida State University (FSU)
M.S.H.	Exercise Science & Chronic Disease	University of North Florida (UNF)

Source: VSU OIR Analysis of University of Florida Graduate Degrees (2014), Florida State University Prospective Graduate Students (2014), and University of North Florida Graduate Programs (2014)

V. USG Enrollment Trends

Table 3 provides the most recent enrollment figures available (Fall 2007 to Fall 2011) for each of the USG institutions offering a graduate degree program in Exercise Physiology or a related field. Since Fall 2007, USG enrollment in these programs totals 1,112 students, averaging 222 students per year. From Fall 2007 to Fall 2011, student enrollment in graduate-level Exercise

³ Commission on Accreditation of Allied Health Education Programs, 2014. <http://www.caahep.org/Find-An-Accredited-Program/>



Physiology related programs has increased by a total of 160.2%, averaging 29.2% over the five year period.

Based on the enrollment trend over these five years, one could forecast enrollment to be approximately 635 students in Fall 2014; however, if these programs are a cohort based program in which the number of students is capped, enrollment may not be this high. In addition, given the large increase in enrollment for Georgia Southern from Fall 2007 to Fall 2008 (76.5% increase) and for the University of Georgia from Fall 2008 to Fall 2009 (102.6% increase), the forecasted enrollment based on the five-year trend may be distorted. Based on the three year enrollment trend (Fall 2009 to Fall 2011) rather than five years, one could forecast enrollment to be approximately 346 students in Fall 2014.

Table 3: USG Enrollment in Graduate Level Exercise Physiology Related Programs, Fall 2007-2011

USG Program (Institution)	Enrollment					Average
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	
M.S. in Kinesiology (GRU)	0	0	12	12	24	10
M.S. in Kinesiology (Georgia Southern)	51	90	110	107	112	94
M.S. in Exercise Science (GSU)	25	32	42	41	46	37
M.S. Applied Exercise and Helth Science (KSU)	0	14	23	25	24	17
M.S. in Kinesiology (UGA)	37	38	77	82	88	64
Total	113	174	264	267	294	222

Note: Columbus State University is excluded from this analysis due to the deficiency of data for enrollment.

Source: VSU OIR Analysis of USG Five-Year Enrollment Trends (2007-2011)

VI. USG Degrees Conferred by Program and Year

Table 4 displays the number of master's degrees awarded by program and fiscal year in Exercise Physiology and related fields. From FY2009 to FY2013, a total of 648 degrees were awarded, averaging 130 degrees per year. Over the five-year period, the degrees conferred increased 149.2%. The most significant increase occurred from FY2009 to FY2010, with an escalation of 92.1%. With an average total percent increase throughout the five years at 30.3%, one could project a potential degrees conferred rate of 205 in FY2014. However, given the large increase in degrees conferred from FY2009 to FY2010, the forecasted enrollment based on this five year trend may be distorted. Excluding FY2009, one could forecast the number of degrees conferred to be approximately 172 degrees in FY2014.



Table 4: USG Master's Degrees Conferred for Exercise Physiology Related Programs, FY 2009-2013

Program (Institution & CIP)	USG Degrees Conferred by Program and Year					
	Masters Degrees					Total
	FY2009	FY2010	FY2011	FY2012	FY2013	
Kinesiology and Exercise Science (GRU, 31.0505)	0	2	8	8	9	27
Kinesiology and Exercise Science (Georgia Southern, 31.0505)	31	59	64	67	68	289
Exercise Science (GSU, 13.1314)	14	18	30	24	31	117
Applied Exercise and Health Science (KSU, 31.0505)	0	3	6	18	7	34
Kinesiology and Exercise Science (UGA, 31.0505)	18	39	32	50	42	181
Total	63	121	140	167	157	648

Note: Columbus State University is excluded from this analysis due to the deficiency of data for degrees conferred.
Source: VSU OIR Analysis of USG Degrees Conferred Report (FY2009-FY2013)

VII. Potential Candidates

In an attempt to encompass potential candidates who may be interested in a Master of Science in Exercise Physiology, information regarding the enrollment and the number of bachelor degrees conferred in Exercise Physiology and related fields has been gathered. Table 5 contains enrollment figures over the past five years for a Bachelor of Science in Athletic Training and a Bachelors of Science in Exercise Physiology at VSU. An average of 191 juniors and seniors were declared Athletic Training or Exercise Physiology majors each year, totaling 954 students over the five-year period. From Fall 2009 to Fall 2013, the number of juniors and seniors enrolled in the programs has increased 57.0%. If these students (listed in Table 5) wish to continue their education, they could be potential candidates if a Master of Science in Exercise Physiology was offered at VSU.

Table 5: Potential Candidates from Existing VSU Undergraduate Programs, Athletic Training & Exercise Physiology

Type of Degree	Class	Enrollment*					Average
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
B.S. in Athletic Training	Juniors	18	13	15	16	14	15
	Seniors	23	22	13	18	14	18
	Total	41	35	28	34	28	33
B.S. in Exercise Physiology	Juniors	50	81	87	104	78	80
	Seniors	44	51	86	101	106	78
	Total	94	132	173	205	184	158
Total	Juniors	68	94	102	120	92	95
	Seniors	67	73	99	119	120	96
	Total	135	167	201	239	212	191

*Includes secondary majors

Source: VSU OIR Analysis, Data Warehouse (2014)

In addition to enrollment in Athletic Training and Exercise Physiology, Table 6 provides the enrollment figures over the past five years in the following related degree programs at VSU:



Bachelor of Science in Biology and Bachelor of Science in Nursing. An average of 495 juniors and seniors were declared Biology or Exercise Physiology majors each year, totaling 2,475 students over the five-year period. From Fall 2009 to Fall 2013, the number of juniors and seniors enrolled in the programs has increased 10.7%. If these students (listed in Table 6) wish to continue their education and obtain a Master of Science in Exercise Physiology, they could be candidates if the program was offered at VSU.

Table 6: Potential Candidates from Existing VSU Undergraduate Programs, Biology & Nursing

Type of Degree	Class	Enrollment*					Average
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
B.S. in Biology	Juniors	141	129	132	159	121	136
	Seniors	141	156	159	168	202	165
	Total	282	285	291	327	323	302
B.S. in Nursing	Juniors	47	43	53	54	41	48
	Seniors	130	156	151	148	144	146
	Total	177	199	204	202	185	193
Total	Juniors	188	172	185	213	162	184
	Seniors	271	312	310	316	346	311
	Total	459	484	495	529	508	495

*Includes secondary majors

Source: VSU OIR Analysis, Data Warehouse (2014)

Table 7 contains the analysis of bachelor's degrees conferred within USG institutions over the past five fiscal years in Exercise Physiology related fields. Throughout the USG institutions, there are six Exercise Physiology related programs that could attract potential candidates if this degree was offered at VSU. Students with a Nursing or Biology degree may pursue a graduate degree in the medical field; however, they are still qualified with the basic foundations to pursue a graduate degree in Exercise Physiology. The total number of degrees conferred was 16,239 from FY2009 to FY2013, averaging was 3,248 degrees over the five year period. Over the past five fiscal years, the number of undergraduates receiving a bachelor's degree in an Exercise Physiology related field experienced a 148.2% increase. Based on the average trend increase (29.8%), degrees conferred in the programs are expected to be 5,308 degrees in Fall 2014. If these students (listed in Table 7) wish to continue their education and obtain a Master of Science in Exercise Physiology, they could be potential candidates for if the program were offered at VSU.

**Table 7: Potential Candidates from USG Undergraduate Degrees Conferred**

Type of Degree	FY2009	FY2010	FY2011	FY2012	FY2013	Average
B.S. in Athletic Training/Trainer	33	36	39	64	74	49
B.S. in Biology/Biological Sciences, General	1,347	1,399	1,473	1,663	1,715	1,519
B.S. in Health Professions & Related Sciences	61	57	44	69	90	64
B.S. in Kinesiology and Exercise Science	193	274	325	304	403	300
B.S. in Physical Therapy/Therapist	14	20	20	29	40	25
B.S. in Registered Nursing/Registered Nurse	-	1,389	1,624	1,672	1,768	1,291
Total	1,648	3,175	3,525	3,801	4,090	3,248

Source: VSU OIR Analysis of USG Degrees Conferred Report (FY2009-FY2013)

VIII. Potential Careers and Occupations

Information regarding potential vocations and wage and employment trends for individuals pursuing a career related to Exercise physiology can be found in the *Bureau of Labor Statistics Occupational Outlook Handbook*.⁴ This handbook includes information on the nature of work, training, employment, job outlook, projections, and earnings for Exercise Physiology majors. The primary occupations listed in the *Occupational Outlook Handbook* when searching for Exercise Physiology include Athletic Trainers and Exercise Physiologists. Similar occupations also include: Occupational Therapists, Physical Therapists, and Recreational Therapists.

IX. Occupational Outlook

The Occupational Outlook Handbook also details information regarding potential growth as it relates to specific jobs, along with the change over the last decade in terms of employment. Table 8 reveals the employment projections for Athletic Trainers and Exercise Physiologists. The Bureau of Labor Statistics projects a 21.4% growth from 2012 to 2022 in the employment of Athletic Trainers. Exercise Physiologists are expected to grow by 8.3% during the same time period, a total 18.7% growth for both occupations combined.

Table 8: Occupational Outlook for Professions Relative to Exercise Physiology

Occupational Title	Employment	Projected	Change, 2012-22		Detailed Statistics
	(2012)	Employment	Number	Percent	
Athletic Trainers	22,900	27,800	4,900	21.4%	PDF
Exercise Physiologists	6,000	6,500	500	8.3%	PDF
Total	28,900	34,300	5,400	18.7%	--

Source: VSU OIR Analysis of U.S. Bureau of Labor Statistics, Employment Projections Program (2014)

⁴ Bureau of Labor Statistics Occupational Outlook Handbook, 2013. <http://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm>



X. Georgia Labor Demands and Wages

Current wages and labor demands of the related occupations for Exercise Physiology degrees in the State of Georgia are listed in Table 9. Information was extracted from the *2013 Georgia Wage Survey*, which is aggregated by the Department of Labor.⁵ Of the occupations listed, Physical Therapists earn the highest average wage at \$39.09 per hour. Conversely, all other Therapists make the lowest average wage at \$20.26 per hour.

Table 9: Wages Earned for Professions Relative to Exercise Physiology

Occupation	Entry Wage	Average Wage	Median Wage	Middle Range	
	Per Hour	Per Hour	Per Hour	25 th %	75 th %
Athletic Trainers	\$ 14.26	\$ 20.43	\$ 20.47	\$ 16.87	\$ 23.04
Occupational Health & Safety Specialist	\$ 21.96	\$ 31.87	\$ 31.71	\$ 25.41	\$ 38.38
Occupational Therapists	\$ 26.38	\$ 36.39	\$ 36.98	\$ 30.36	\$ 43.52
Physical Therapists	\$ 30.01	\$ 39.09	\$ 39.31	\$ 33.37	\$ 44.83
Therapists, All Other	\$ 15.44	\$ 20.26	\$ 19.75	\$ 16.58	\$ 22.77

Source: VSU OIR Analysis of *Georgia Wage Survey (2014)*

XI. Capacity to Accommodate Program

Table 10 provides the percentage of seats taken from Fall 2009 to Fall 2013 in the undergraduate courses offered in the Department of Kinesiology and the Department of Health Sciences that are required for a Bachelor of Science in Exercise Physiology at VSU. In Fall 2013, Exercise Physiology was moved from the College of Education and Human Services to the College of Nursing and Health Sciences. As a result, the subject code and course number for the required upper-division courses for Exercise Physiology changed; this change is reflected in Table 10. By analyzing the percentage of seats taken in these courses, one can estimate the program capacity for a new graduate program in Exercise Physiology. Within the five years, an average 101.8% of lower-division courses were filled with an average of 70.4% of upper-division courses filled. For the total courses offered, there was an average of 86.7% of seats taken in the courses required for a bachelor's degree in Exercise Physiology at VSU.

⁵ 2013 Georgia Wage Survey. Department of Labor.
<http://explorer.dol.state.ga.us/mis/Current/wagesurveycurrent.pdf>



Table 10: Percentage of Seats Taken in Required Exercise Physiology Courses, Fall 2009-Fall 2013

Fall Semester	Course Level	Seats Allowed	Seats Taken	Percent of Seats Taken
2009	Lower-division	929	990	106.6%
	Upper-division	510	276	54.1%
	Total	1439	1266	88.0%
2010	Lower-division	810	848	104.7%
	Upper-division	560	377	67.3%
	Total	1370	1225	89.4%
2011	Lower-division	725	736	101.5%
	Upper-division	780	504	64.6%
	Total	1505	1240	82.4%
2012	Lower-division	770	800	103.9%
	Upper-division	891	644	72.3%
	Total	1661	1444	86.9%
2013	Lower-division	683	613	89.8%
	Upper-division	880	747	84.9%
	Total	1563	1360	87.0%
Average	Lower-division	783.4	797.4	101.8%
	Upper-division	724.2	509.6	70.4%
	Total	1507.6	1307	86.7%

Note: Includes kinesiology courses also required for a B.S. in Health and Physical Education
 Source: VSU OIR Analysis, Data Warehouse (2014)

XII. Cost Benefit Analysis of a Graduate Exercise Physiology Program

Table 11 contains the possible costs associated with creating a new graduate program in Exercise Physiology at VSU. The analysis is based on a new faculty member being hired in year one and an additional faculty member hired in year three. It also includes the addition of seven new students starting in year one, doubling to 14 students in year two with an increase of four additional students in year three and an additional two students for the next two subsequent years. The average credit hours calculated for each student was nine per term for two semesters. Tuition is set at the current VSU graduate in-state rate; however, Georgia Southern University has a professional separate tuition rate for its graduate program in which VSU may try to get.

With existing faculty, the program would only need five students to generate positive revenue (not shown). If one new assistant professor is hired at the 2012 CUPA mean salary for Exercise Physiology, 26 new students would be needed in order to generate positive revenue in year two (not shown); 28 new students would be needed with the addition of one graduate assistant (not



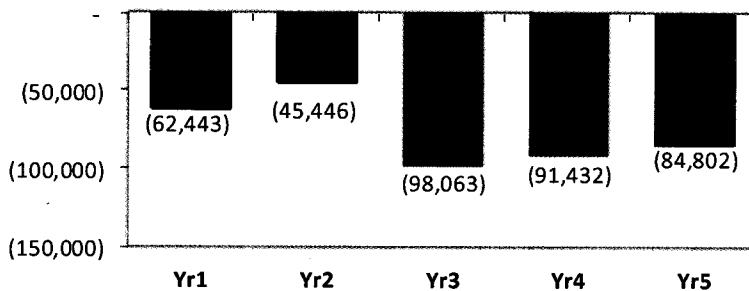
shown). If VSU hired an additional assistant professor (total of 2 assistant professors) in year four, the program would need a total of 46 new students to generate positive revenue (not shown); with the addition of a graduate assistant, the program would need 48 new students to generate positive revenue (not shown).

Table 11: Cost/Benefit Analysis for a Master of Science in Exercise Physiology

Expenses (per academic year)	FY15 Yr1	FY16 Yr2	FY17 Yr3	FY18 Yr4	FY19 Yr5
Benefitted Personnel					
Faculty (New Asst. Prof)	54,930	54,930	109,860	109,860	109,860
Benefits for FT Faculty	25,720	25,720	36,667	36,667	36,667
Course Release/Adjunct					
Benefits	-	-	-	-	-
Operating	5,000	5,000	5,000	5,000	5,000
Total Program Expenses	85,650	85,650	151,527	151,527	151,527
Fixed Costs	15,916	31,833	40,928	45,475	50,023
Total Costs	101,566	117,482	192,455	197,002	201,550

Income (per academic year)	FY15 Yr1	FY16 Yr2	FY17 Yr3	FY18 Yr4	FY19 Yr5
State Appropriations	-	-	-	-	-
Tuition	43,470	80,730	105,570	117,990	130,410
Total Income St. Approp & Tuition	43,470	80,730	105,570	117,990	130,410
Program specific fee	-	-	-	-	-
Student fees	-	40,110	51,570	57,300	63,030
Total Other Monies Entering VSU	-	40,110	51,570	57,300	63,030
Less TAP students	-	-	-	-	-
Less capital risk	(4,347)	(8,694)	(11,178)	(12,420)	(13,662)
Total Reductions	(4,347)	(8,694)	(11,178)	(12,420)	(13,662)
Total Income	39,123	112,146	145,962	162,870	179,778

Total Income/(Cost) Ex Student Fees	(62,443)	(45,446)	(98,063)	(91,432)	(84,802)
Reallocated Funding					
Net	(62,443)	(45,446)	(98,063)	(91,432)	(84,802)



Year	Students
Year 1	7
Year 2	14
Year 3	18
Year 4	20
Year 5	22



Source: VSU OIR Analysis Data Warehouse, 2014

XIII. Summary

Statewide, the demand for a Master of Science in Exercise Physiology or related programs has increased 160.2% from Fall 2007 to Fall 2011. Within the USG, only five institutions currently offer an Exercise Physiology related graduate program (excluding Columbus State University). These institutions have experienced a 149.2% increase in degrees awarded from FY2009 to FY2013. The U.S. Department of Labor projects the employment rate for Exercise Physiology related fields to grow faster than average. According to the U.S. Bureau of Labor Statistics, the field for Athletic Trainers and Exercise Physiologists is expected to increase by 18.7% between 2012 and 2022, with growth driven by an increased awareness of sports-related injuries especially in colleges, universities, and youth leagues.⁶

Within the USG, the number of undergraduates receiving a bachelor's degree in an Exercise Physiology related has experienced a 142.8% increase since FY2009. VSU's undergraduate Athletic Training and Exercise Physiology programs have experienced a 57.0% growth since Fall 2009. Out of the required courses for a bachelor's degree in Exercise Physiology at VSU, an average of 86.7% seats have been filled since Fall 2009. Additionally, a new graduate program would only need five students with the use of existing faculty in order to generate positive revenue for the institution in the first year. If an Exercise Physiology graduate program were to hire a new assistant professor at the 2012 CUPA median salary in year two, the program would need a growth of at least 26 new students in order to generate positive net revenue (not shown).

⁶ U.S. Bureau of Labor Statistics, 2014. <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm#tab-6>

**MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY
PLAN OF STUDY**

NAME _____

Student ID _____

ADVISER _____

ADMISSION TERM _____

CRN	Course Title	Lecture/Lab/Credit	Semester	Grade	Substitution	Instructor
PSYC 5500	Statistical Methods in Psychology	3-0-3	Fall			Psychology Faculty
HSEP 7010	Advanced Exercise Physiology	2-2-3	Fall			Webster/ EP Faculty
HSEP 7060	EP Laboratory Methods	2-2-3	Fall			Webster / EP Faculty
	Semester One Credit Hours	9				
	Total Lab Hours	4				
RSCH 7100	Research Methodology in Education (Graduate Statistics Prerequisite)	3-0-3	Spring			COEHS Faculty
NURS/HSEP 7100	Advanced Pathophysiology	3-0-3	Spring			Carter
HSEP 7400	Exercise Physiology Seminar	2-2-3	Spring			EP Faculty
	Semester Two Credit Hours	9				
	Total Lab Hours	2				
HSEP 7120	Environmental & Occupational Physiology	2-2-3	Summer			McEntire
HSEP 7170	Advanced Exercise Testing & Prescription for Special Populations	2-2-3	Summer			EP Faculty
HSEP 7160	Exercise Psychology or HSEP 6080	3-0-3	Summer			Psychology or EP Faculty
	Exercise Electrocardiography	3-0-3				
	Semester Three Credit Hours	9				
	Total Lab Hours	4				
HSEP 7950	Exercise Physiology Internship	6	Fall			EP Faculty
HSEP 7999	Exercise Physiology Thesis	6	Fall			EP Faculty
	Semester Four Credit Hours	6				
	Total Credit Hours for Program	33				
	Total Lab	10				
	Internship Hrs	400				

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Comprehensive Exam Results	Written Date:	Oral Date:
(Pass or Fail):		
Comprehensive Exam Retake:	Written Date:	Oral Date:
(Pass or Fail):		
Internship Site	Location	Term
Thesis Title:		
Committee Members:		
Thesis Proposal Defense Date:		
Final Defense of Thesis Date:		
Thesis Final Revisions Completed (Date):		
Thesis Accepted by Graduate School (Date):		

EXPECTED PROGRAM PROGRESSION AND GRADUATION:

PROGRESSION RATE: _____ **FULL-TIME** _____ **PART-TIME**

INTENDED GRADUATION SEMESTER/TERM: _____

ACTUAL GRADUATION SEMESTER/TERM: _____

ACCEPTANCE OF PROGRAM / GRADUATION PLAN: _____ **YES** _____ **NO**

STUDENT

ADVISER

DATE

DATE

NOTE: Two copies of this form are needed: one to be filed and the other given to the student.
MS in EP Program Plan of Study 9-3-15 BLC

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COLLEGE OF NURSING AND HEALTH SCIENCES

Sheri Noviello, Ph.D., R.N., Interim Dean

Room 4002, Health Sciences & Business Administration Building

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

The School of Health Sciences within the College of Nursing and Health Sciences offers a program that leads to a Master of Science (M.S) in Exercise Physiology degree. Master's exercise physiology education builds on baccalaureate education and prepares students for specialized roles as an Exercise Physiologist.

MS Program Objectives

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from exercise physiology and related disciplines, practice wisdom, and ethics) in advanced exercise physiology.
2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to exercise physiology and related disciplines. .
3. Effect health policy and promote change through leadership, innovation, and management expertise.
4. Utilize advanced exercise physiology concepts in collaborative relationships across disciplines and with communities.
5. Promote culturally competent systems that reflect the global context of health.
6. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Examples of Outcome Assessments

1. Each student must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
2. Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of an internship project or thesis.

To Apply Online: <https://www.valdosta.edu/colleges/nursing-and-health-sciences/welcome.php>

Master of Science in Exercise Physiology

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadline

Fall Deadline: June 1

Program Admission Requirements

To be considered for admission to the Master of Science in Exercise Physiology program, an applicant must have:

1. graduated from an accredited college or university with a baccalaureate degree.
2. a GPA of 3.0 or higher on a 4.0 point scale.
3. minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. A Miller Analogies Test score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE.
4. three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.

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NOTE: Regular graduate admission status requires the completion of the following undergraduate prerequisite courses: Anatomy & Physiology 1, Anatomy & Physiology II, Exercise Physiology, Statistics, Chemistry & Kinesiology.

Program Considerations for Probationary Status

Students must be recommended for probationary status by the College of Nursing and Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 grade point average in the first 9 semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.

Program Retention, Dismissal and Readmission Policies

1. Students must have documentation of current professional liability insurance of \$1,000,000/\$3,000,000.
2. Students must have documentation of current health and accident insurance.
3. Students must have documentation of current certification in American Heart Association Healthcare Provider CPR.
4. Students must provide evidence of current health status:
 - a. Current physical examination (by a medical physician or nurse practitioner) on admission, affirming that they are free from communicable disease and able to function safely in a clinical environment.
 - b. Immunizations: Documentation must include but is not limited to MMR (measles, mumps, rubella), tetanus toxoid, varicella titer, hepatitis-B vaccination, and PPD tuberculin test as required by affiliating clinical agencies.
 - i. MMR, serologic evidence of immunity or prior vaccination.
 - ii. Tetanus toxoid must remain up to date during tenure in the College of Nursing and Health Sciences. The CDC recommendations for healthcare personnel are utilized by our clinical agencies. Adults who have completed a primary series of a tetanus/diphtheria-containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years. Students younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap, if Td booster is scheduled prior to admission or during tenure in the College of Nursing and Health Sciences.
 - iii. Varicella (chickenpox) requires serologic proof of immunity, prior vaccination, or documented history of varicella disease.
 - iv. Hepatitis-B vaccination or proof of immunity (anti-HBs at least 10 mIU/ml) is required. Students who initiate the recommended series for admission must provide proof of maintaining scheduled 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).
 - v. PPD (tuberculin skin test) is required annually or proof of a negative chest X-ray (every 5 years).
 - vi. Influenza vaccine annually is recommended, but not required.
6. Students may be subject to background check and drug screening at any point during the program.
7. Students must have a minimum grade of "C" in all graduate program courses.
8. Students must have a cumulative GPA of 3.0 for all graduate courses.
9. Students receiving two failing grades ("D," "F," "WF," or "U") will be dismissed from the program.
10. If dismissed from the program, the student must wait a minimum of one calendar year and obtain approval from the academic department before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the program will be considered.
11. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Nursing and Health Sciences and approval from the Dean of the Graduate School.
12. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree.

Program Graduation Requirements

1. Students must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination covering the areas of theory, research, the clinical focus and the selected role.
4. Successful completion of a thesis or internship.

Requirements for the MS in Exercise Physiology program

HSEP 7100	3 hours
PSYC 5500, RSCH 7100	6 hours
HSEP 7010, HSEP 7060, HSEP 7070	9 hours
HSEP 7120, HSEP 7400	6 hours
HSEP 7160 or HSEP 6080	3 hours
HSEP 7950 or HSEP 7999	6 hours
Total Hours Required for the Degree	33

**Appendix A
VSU Graduate Catalog 2016-17**

PSYC 5500 Statistical Methods in Psychology **3-0-3**
 Open to graduate students from any major. Univariate and bivariate statistical methods for research in the behavioral sciences.

HSEP 6080 Exercise Electrocardiography **3-0-3**
Dual numbered as HSEP 4080 and HSEP 6080. Prerequisites: Admission into the graduate program or permission of the instructor. A basic understanding of the 12-lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.

HSEP 7010 Advanced Exercise Physiology **2-2-3**
 Prerequisites: Admission into the graduate program or permission of the instructor. Principles of physiology with the special emphasis on the integration of organ systems in adapting to the requirements of muscular activity during exercise. The course will also include applied laboratory experiences/assignments within the Human Performance Laboratory and outside the classroom.

HSEP 7060 Exercise Physiology Laboratory Methods **0-3-3**
 Prerequisite: Admission into the graduate program or permission of the instructor. This course addresses common evaluative, diagnostic and experimental procedures utilized in the field of exercise physiology. Provides theoretical and laboratory learning experiences for the evaluation of human performance. Hands-on exposure to laboratory equipment and skill development in cardiopulmonary stress testing, metabolic testing, body composition assessment, muscular strength and endurance evaluation, biomechanical analysis, health risk appraisal and other pertinent methods of assessments.

HSEP 7100 Advanced Pathophysiology **3-0-3**
Also offered as NURS 7100. Prerequisite: Graduate admission status or permission of the instructor. Advanced principles of human physiology and pathogenesis of disease. This course builds on basic knowledge of pathophysiology. The focus is on etiology, pathogenesis, and clinical manifestations of disease processes commonly encountered in the clinical setting.

RSCH 7100 Research Methodology in Education

3-0-3

~~This course provides a~~ study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in education and educationally-related settings.

HSEP 7120 Environmental and Occupational Physiology

2-2-3

Prerequisites: Admission into the graduate program or permission of the instructor.

~~The course encompasses an~~ analysis of human performance and functional capacity in various environmental and occupational settings. Topics will include, but are not limited to, tissue disorders, human physical capabilities and limitations, pre-employment testing, work-site analysis and the prevention of illness and injury.

HSEP 7160 Exercise Psychology

3-0-3

Prerequisites: Admission into the graduate program or permission of the instructor. ~~This course will review~~ the relation of physical activity and physical fitness to stress and mental health, and explanatory models of exercise patterns.

HSEP 7170 Advanced Exercise Testing & Prescription for Special Populations

An examination of 2-2-3

Prerequisite: Admission into the graduate program or permission of the instructor. ~~The student will examine~~ the recommended exercise testing and prescription methodology for the apparently healthy, athletic and those with various diseases and disabilities. Emphasis is placed upon the physiological responses and adaptations of individuals based on gender, ethnicity, and age to cardiovascular and resistance training. Research surrounding the role of exercise in women's health will be reviewed. Special emphasis will be placed upon the endocrine, immune, cardiopulmonary, reproductive, neurological and musculoskeletal system.

HSEP 7400 Exercise Physiology Seminar

2-2-3

Prerequisite: Admission into the graduate program or permission of the instructor. ~~The student will perform an~~ exhaustive review of the scientific literature or experimental study of an approved topic pertinent to the field of exercise and sports medicine. The topic or research will be given as a grand rounds presentation before the faculty, staff and students within the College of Nursing & Health Sciences as directed. This course provides an opportunity for the student to engage in scholarly activity.

HSEP 7950 Exercise Physiology Internship

0-0-6

Prerequisite: Completion of all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination. The student is required to work a minimum of 20 hours per week. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology. Each student is required to sit for one of the following American College of Sports Medicine professional certification examinations; Certified Exercise Physiologist, Certified Clinical Exercise Physiologist or Registered Clinical Exercise Physiologist. The certification examination must be completed prior to the end of the semester in which the course is taken. Copies of the certification exam results, preceptor evaluation, and an exit survey must be submitted to the course instructor before a final grade can be assigned.

HSEP 7999 Thesis

3 to 6 credit hours

Prerequisite: Completion of all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination. ~~This course is~~ designated for students developing and writing a thesis as recommended and approved by the student's thesis advisor. May be repeated

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REQUEST FOR A NEW COURSE		
Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: 09/03/2015 (mm/dd/yyyy)		
Department Initiating Request: CONHS - School of Health Sciences	Faculty Member Requesting: Dr. LaGary Carter	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) HSEP 6080	Proposed New Course Title: Exercise Electrocardiography Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Exercise Electrocardiography	
Semester/Year to be Effective: Fall 2016	Estimated Frequency of Course Offering: Spring	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission into the graduate program or permission of the instructor. A basic understanding of the 12-lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Needs Assessment <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Needs Assessment <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students/Alumni <input type="checkbox"/> 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. Student Exit Survey, Internship Preceptor Survey, ACSM Registered Clinical Exercise Physiologist certification exam results.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>LaLamy Carter</i>	Date: 9/15/15
College/Division Exec. Comm.:	<i>Mark R. Curran</i>	Date: 9/15/15
Dean/Director:	<i>J. Novice</i>	Date: 9/15/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Pla</i>	Date: 10.7.15
Graduate Dean: (for graduate course):	<i>J. T. J. Pla</i>	Date: 10.7.15
Academic Committee:		Date:

Form last updated: January 6, 2010

ACSM University Accredited Program Standardized Syllabus Form

Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Exercise Electrocardiography</i>
Course Number	HSEP 6080
Prerequisite	Admission into the graduate EP program
Course Description	Dual numbered as HSEP 4080 and HSEP 6080. Prerequisites: Admission into the graduate program or permission of the instructor. A basic understanding of the 12-lead electrocardiogram as it relates to graded exercise testing, training, and functional evaluation. The course is designed particularly to assist the clinical exercise physiologist in developing the skills required for quickly identifying electrocardiographic patterns at rest and during exercise.
Academic Hours (Lecture - Lab - Total)	3-0-3
Instructor & Office Hours	Dr. LaGary Carter, NP-C, ACSM-RCEP, ACSM-CES, EP-C Assistant Dean, School of Health Sciences Associate Professor, Exercise Physiology College of Nursing and Health Sciences Valdosta State University 1500 N. Patterson Street Valdosta, GA 31698-0095 229-333-5895 (Office) 229-245-3863 (Fax) Email: bncarter@valdosta.edu Office Hours: By appointment or if available upon request.
Semester (s)	Fall 2016
Required Text (s)	Johnson, R. & M. Swartz. (1986). <u>A Simplified Approach to Electrocardiography</u> . W.B. Saunders Company, Philadelphia, PA. Jane Huff. (2012). <u>ECG workout: Exercises in Arrhythmia Interpretation</u> . (6 th edition) J.P. Lippincott Company, Philadelphia, PA.
Supplemental Text	ACSM's Resources for Clinical Exercise Physiology, 2 nd edition 2010, LWW.
Student Requirements	Course Evaluation / Grading Quizzes announced or unannounced and at the instructor's discretion Exams (4)

	<p>Simulator Exam (1) Final Comprehensive</p> <p>The final grade will be determined based on <u>the total possible points</u> for the course at the end of the semester. The final grade will be tabulated based on the total number of points each student has obtained as a percentage of the total possible points for the course.</p> <p>A = 90% – 100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = ≤ 59%</p>
<p>Topic Outline</p>	<p>Introduction Chapter 1 (J&S and Huff) A&P of the Heart Chapter 6 (J&S) Fundamentals of Rhythms Chapter 2 (J&S and Huff) Action Potential Chapter 4 (Huff) 3 (J&S) Vectors & Leads Catch-up day Chapter 3 & 5 (Huff) 4 (J&S) Review of Complexes Chapter 5 (J&S) Electrical Axis <i>Exam # 1 Chapters 1-6 (Wear Scrubs)</i> Chapter 6 -7(Huff) 7 (J&S) SVT (Atrial) Rhythms Chapter 6 -7(Huff) 7 (J&S) SVT (Atrial) Rhythms Chapter 7-8 (Huff) 9 (J&S) SVT (Atrial) Disturbances Chapter 7-8 (Huff) 9 (J&S) SVT (Atrial) Disturbances Review Review <i>Exam # 2 Atrial Rhythms Mid-Term</i> Chapter 9 (Huff) 8 (J&S) Ventricular Arrhythmias Chapter 9 (Huff) 8 (J&S) Ventricular Arrhythmias Chapter 9 (Huff) 8 (J&S) Ventricular Arrhythmias Exam # 3 Ventricular Rhythms Chapter 11 (J&S) Atrial & Ventricular Enlargement Chapter 11 (J&S) Atrial & Ventricular Enlargement Chapter 10 (J&S) Conduction Disturbances / BBB Chapter 10 (Huff) Pacemakers Chapter 12 (J&S) Ischemia, Injury, & Infarction <i>Review 12-Lead Rhythms</i> <i>Review 12-Lead Rhythms</i> Exam # 4 12 Lead ECG Rhythms Simulator Exam - Group 1 Simulator Exam - Group 2 ECG Monitor Bank Observation Deadline Comprehensive Final Exam</p>
<p>Additional Comments</p>	

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	
II	Exercise Testing	
III	Exercise Prescription	
IV	Exercise Training	
V	Education and Behavior Change	
VI	Program Administration	
VII	Legal and Professional Consideration	

POLICY STATEMENT ON PLAGIARISM

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website

<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsua.php>



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.

SPECIAL NEEDS STATEMENT

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

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

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

Computer and Information Technology Requirement

- **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:**
 - **HSBA Building (3 open labs)**
 - **Library (7 open labs)**
 - **College of the Arts (3 open labs)**
 - **College of Arts & Sciences (4 open labs)**

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- College of Business (1 open lab)
- College of Education (8 open labs)
- University Center (6 open labs)
- **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/>

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/03/2015 (mm/dd/yyyy)

Department Initiating Request:
CONHS-School of Health Sciences

Faculty Member Requesting:
Dr. LaGary Carter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 7010

Proposed New Course Title:
Advanced Exercise Physiology

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Adv Exercise Physiology

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Fall

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Graduate Admission status. A study of the applied principles of physiology with the special emphasis on the integration of organ systems in adapting to the requirements of muscular activity during exercise. The course will also include applied laboratory experiences/assignments within the Human Performance Laboratory and outside the classroom.

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: Needs Assessment
- Adopting current best practice(s) in field: Needs Assessment
- 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/Alumn; Needs Assessmenti
- 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:

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- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>LaTony Gentry</i>	Date: <i>9/15/15</i>
College/Division Exec. Comm.:	<i>Michael R. Carr</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>Sh. Novice</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. J. J.</i>	Date: <i>10.7.15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. J. J.</i>	Date: <i>10.7.15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**ACSM University Accredited Program
Standardized Syllabus Form**

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SEP 17 2015

Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Advanced Exercise Physiology</i>
Course Number	HSEP 7010
Prerequisite	Admission into the graduate EP program
Course Description	Prerequisites: Admission into the graduate program. Principles of physiology with the special emphasis on the integration of organ systems in adapting to the requirements of muscular activity during exercise. The course will also include applied laboratory experiences/assignments within the Human Performance Laboratory and outside the classroom.
Academic Hours (Lecture - Lab - Total)	2-2-3
Instructor & Office Hours	TBA
Semester (s)	Fall 2016
Required Text (s)	Joyner, M.J., Caiozzo, V.J., and P.A. Farrell (2011). <i>ACSM's Advanced Exercise Physiology</i> , 2 nd edition, LWW.
Supplemental Text	ACSM's Resources for Clinical Exercise Physiology, 2 nd edition 2010, LWW.
Student Requirements	3 written exams (in-class); 3 case studies (take home); 3 practical exams (health appraisal, exercise testing, exercise prescription); daily quizzes
Topic Outline	Week 1 Aerobic & Anaerobic Energy Systems Week 2 Muscle Physiology Week 3
Additional Comments	This course utilizes the equipment in the human performance lab. Students are also required to (1) perform assigned assessments and (2) to interpret the data in a written format.

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
1.4.0.3	Knowledge of plasma cholesterol levels for adults as recommended by the National Cholesterol Education Program (NCEP III)	Lecture
2.6.0.12	Skill in various techniques of assessing body composition	Lab
2.6.0.15	Ability to identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test.	Both

POLICY STATEMENT ON PLAGIARISM

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

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

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<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsua.php>



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Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

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

Computer and Information Technology Requirement

- **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.**
<http://www.valdosta.edu/academics/library/depts/media-center/>

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/03/2015 (mm/dd/yyyy)

Department Initiating Request: CONHS-School of Health Sciences
Faculty Member Requesting: Dr. LaGary Carter

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes)
HSEP 7060
Proposed New Course Title: Exercise Physiology Laboratory Methods
Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces)
Exercise Phys Lab Methods

Semester/Year to be Effective: Fall 2016
Estimated Frequency of Course Offering: Fall

Indicate if Course will be : Requirement for Major Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission into the graduate program or permission of the instructor. This course addresses common evaluative, diagnostic and experimental procedures utilized in the field of exercise physiology. Provides theoretical and laboratory learning experiences for the evaluation of human performance. Hands-on exposure to laboratory equipment and skill development in cardiopulmonary stress testing, metabolic testing, body composition assessment, muscular strength and endurance evaluation, biomechanical analysis, health risk appraisal and other pertinent methods of assessments.

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: Needs Assessment
 Adopting current best practice(s) in field: Needs Assessment
 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/Alumni; Needs 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?)

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- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>LaLaurie</i>	Date: <i>9/15/15</i>
College/Division Exec. Comm.:	<i>Michael</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>Sh Noriell</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. P. W.</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. P. W.</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

ACSM University Accredited Program Standardized Syllabus Form

Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Exercise Physiology Laboratory Methods</i>
Course Number	<i>HSEP 7060</i>
Prerequisite	Admission into the graduate EP program
Course Description	Prerequisite: Admission into the graduate program or permission of the instructor. This course addresses common evaluative, diagnostic and experimental procedures utilized in the field of exercise physiology. Provides theoretical and laboratory learning experiences for the evaluation of human performance. Hands-on exposure to laboratory equipment and skill development in cardiopulmonary stress testing, metabolic testing, body composition assessment, muscular strength and endurance evaluation, biomechanical analysis, health risk appraisal and other pertinent methods of assessments.
Academic Hours (Lecture - Lab - Total)	0-3-3
Instructor & Office Hours	TBA
Semester (s)	Fall 2016
Required Text (s)	Huff & Dumke. (2012). Laboratory Manual for Exercise Physiology; Human Kinetics ISBN 13: 9780736084130 (978-0-7360-8413-0)
Supplemental Text	<i>ACSM's Health Related Physical Fitness Assessment Manual, (2005)</i> Lippincott
Student Requirements	<ol style="list-style-type: none"> 1. Exams: During this course, you will be given 2 exams. Exams will consist of multiple choice, short answer, and short essay questions designed to assess your knowledge of course materials. This knowledge includes both information presented in class as well as information presented in the course textbook. The final exam will be cumulative in nature. 2. Lab Reports and Fitness Evaluation: Each student will record the laboratory and fitness data of their subject for each test. This report will be turned in along with a fitness evaluation on their subject. The student will be informed of deadlines for the lab reports – approximately one week after the lab activity is completed. The student will earn a grade of zero if it is turned in after the specified due date and time. 3. Participation/Attendance: Attendance and participation are mandatory. <u>A student who misses more than 20% of scheduled classes will be subject to receiving a falling grade in the course.</u> Rude or disruptive behavior in class (sleeping, talking, electronic use, etc) may result in lost attendance. Participation in discussion and activities

is required in this course. Failure to dress appropriately for class participation will result in an absence and will not be allowed to be repeated.

*Late assignments **will not** be accepted and will result in a zero. No make up exams are possible, unless arrangements are made prior to exam dates and a verifiable medical or university excuse is provided.

Assignment	Percentage of Total
1. Midterm Exam	20%
2. Final Exam	20%
3. Lab Reports	20%
4. Fitness Evaluation	20%
5. Participation/Attendance	20%
TOTAL	100%

90% -100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
≤ 59%	= F

Topic Outline

Primary Data Collection
 Pretest Screening
 Flexibility Testing
 Blood Pressure Measurements
 Resting Metabolic Rate
 Submaximal Exercise Testing
 Aerobic Power Field Assessments
 Maximal Oxygen Consumption
 Blood Lactate
 Musculoskeletal Fitness
 Anaerobic Fitness
 Pulmonary Function
 Body Composition
 Electrocardiography

Additional Comments

This course utilizes the equipment in the human performance lab. Students are also required to (1) perform assigned assessments and (2) to interpret the data in a written format.

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	Lab
II	Exercise Testing	Lab
III	Exercise Prescription	Lab
IV	Exercise Training	Lab
V	Education and Behavior Change	Lab
VI	Program Administration	Lab
VII	Legal and Professional Consideration	Lab

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 - 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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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/03/2015 (mm/dd/yyyy)

Department Initiating Request:
CONHS-School of Health Sciences

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 7100

Faculty Member Requesting:
Dr. LaGary Carter

Proposed New Course Title:
Advanced Pathophysiology

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Fall

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.) Also offered as NURS 7100. Prerequisite: Graduate admission status or permission of the instructor. Advanced principles of human physiology and pathogenesis of disease. This course builds on basic knowledge of pathophysiology. The focus is on etiology, pathogenesis, and clinical manifestations of disease processes commonly encountered in the clinical setting.

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: Needs Assessment
- Adopting current best practice(s) in field: Needs Assessment
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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- Other: future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>La. Amy [Signature]</i>	Date: 9/15/15
College/Division Exec. Comm.:	<i>Mark R. Carr</i>	Date: 9/15/15
Dean/Director:	<i>W. Variell</i>	Date: 9/15/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. J. [Signature]</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

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University/College	Valdosta State University	
Department	College of Nursing & Health Sciences – Health Sciences	
Course Name	<i>Advanced Pathophysiology</i>	
Course Number	HSEP 7100	
Prerequisite	Admission into the graduate EP program	
Course Description	Also offered as NURS 7100 . Prerequisite: Graduate admission status or permission of the instructor. Advanced principles of human physiology and pathogenesis of disease. This course builds on basic knowledge of pathophysiology. The focus is on etiology, pathogenesis, and clinical manifestations of disease processes commonly encountered in the clinical setting.	
Academic Hours (Lecture - Lab - Total)	3-0-3	
Instructor & Office Hours	Dr. LaGary Carter, NP-C, ACSM-RCEP, ACSM-CES, EP-C Assistant Dean, School of Health Sciences Associate Professor, Exercise Physiology College of Nursing and Health Sciences Valdosta State University 1500 N. Patterson Street Valdosta, GA 31698-0095 229-333-5895 (Office) 229-245-3863 (Fax) Email: bnccarter@valdosta.edu Office Hours: By appointment or if available upon request.	
Semester (s)	Fall 2016	
Required Text (s)	McCance, K.L. & Huether, S.E. (2014). <i>Pathophysiology: The biological basis of disease in adults and children</i> (7th ed.). St. Louis, MO: Elsevier Mosby ISBN # 9780323187350 for package	
Supplemental Text	ACSM's Resources for Clinical Exercise Physiology, 2 nd edition 2010, LWW.	
Student Requirements	Quizzes (#10)	30%
	Exams	50% (Midterm 25%, Final 25%)
	Module Quizzes (ave. of top 5)	2%
	Presentation	10%
	Case Study	8%

	<p>This course uses the official grading scale of the College of Nursing: A = 90 - 100% B = 80 - 89% C = 74 - 79% D = 66 - 73% F = 65 and below</p> <p><i>No rounding per CONHS policy; NO EXCEPTIONS</i></p>
Topic Outline	<ul style="list-style-type: none"> I. Concepts of health and disease <ul style="list-style-type: none"> a. Cellular Biology b. Genes and Genetics c. Risk factors for alterations in health II. Cellular functions, growth, and pathophysiological alterations <ul style="list-style-type: none"> a. Normal cellular function and growth b. Alterations in cellular function and growth III. Integrative body functions and pathological alterations <ul style="list-style-type: none"> a. System/tissue specific function and alterations b. Fluids and Electrolytes c. Self-defense mechanisms <ul style="list-style-type: none"> i. Immune function ii. Stress and illness d. Effect of age on function and pathology IV. Body organ systems' functions and pathological alterations <ul style="list-style-type: none"> a. System/tissue specific function and alterations b. Effect of age on function and pathology
Additional Comments	

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	Lecture
V	Education and Behavior Change	Lecture

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STUDENT OPINION OF INSTRUCTION

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Computer and Information Technology Requirement

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RECEIVED

SEP 17 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/03/2015 (mm/dd/yyyy)

Department Initiating Request:
CONHS-School of Health Sciences

Faculty Member Requesting:
Dr. LaGary Carter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 7120

Proposed New Course Title:
Environmental and Occupational Physiology
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Environ and Occupational Phys

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission into the graduate program or permission of the instructor. The course encompasses an analysis of human performance and functional capacity in various environmental and occupational settings. Topics will include, but are not limited to, tissue disorders, human physical capabilities and limitations, pre-employment testing, work-site analysis and the prevention of illness and injury.

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: Needs Assessment
- Adopting current best practice(s) in field: Needs Assessment
- 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/Alumni
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

320

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 Exit Survey, Internship Preceptor Survey, ACSM Registered Clinical Exercise Physiologist certification exam results.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other:

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

Approvals:		
Dept. Head:	<i>Lal Singh Gaur</i>	Date: <i>9/15/15</i>
College/Division Exec. Comm.:	<i>Michael R. Curran</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>J. Novice</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>10.7.15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. PA</i>	Date: <i>10.7.15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University																				
Department	College of Nursing & Health Sciences – Health Sciences																				
Course Name	<i>Environmental & Occupational Physiology</i>																				
Course Number	HSEP 7120																				
Prerequisite	Admission into the graduate EP program																				
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Academic Hours (Lecture - Lab - Total)	2-2-3																				
Instructor & Office Hours	Serina J McEntire, PhD Assistant Professor, Exercise Physiology College of Nursing and Health Sciences-School of Health Sciences Valdosta State University 1500 N Patterson St. Valdosta GA 31602 229-333-5981 (Office) 409-392-1299 (Cell) 229-259-5129 (Fax) sjmcentire@valdosta.edu Office hours are posted outside of office																				
Semester (s)	Fall 2016																				
Required Text (s)	Toominggas, Mathiassen & Tornqvist. (2010). <i>Occupational Physiology</i> . CRC Press. SBN 9781439866962 - CAT# K13002																				
Supplemental Text	ACSM's Resources for Clinical Exercise Physiology, 2 nd edition 2010, LWW.																				
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Topic Outline	<p>Work, Working Life, Occupational Physiology Work Demanding High Energy Metabolism Work Requiring Considerable Muscle Force Work in Awkward Postures Work with Highly Repetitive Movements Prolonged, Low Intensity, Sedentary Work Work with High Levels of Mental Strain Work that Disrupts the Diurnal Rhythm Work in Heat & Cold A Good Working Life for Everyone</p>														
Additional Comments	<p>This course utilizes the equipment in the human performance lab. Students are also required to (1) perform assigned assessments and (2) to interpret the data in a written format.</p>														

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	Both
II	Exercise Testing	Both
III	Exercise Prescription	Both
IV	Exercise Training	Both
V	Education and Behavior Change	Both
VI	Program Administration	Both
VII	Legal and Professional Consideration	Both

POLICY STATEMENT ON PLAGIARISM

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/03/2015 (mm/dd/yyyy)

Department Initiating Request:
CONHS - School of Health Sciences

Faculty Member Requesting:
Dr. LaGary Carter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 7160

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission into the graduate program or permission of the instructor. This course will review the relation of physical activity and physical fitness to stress and mental health, and explanatory models of exercise patterns.

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: Needs Assessment
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- 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/Alumni ; Needs Assessment
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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:

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- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>LaLamy</i>	Date: <i>9/15/15</i>
College/Division Exec. Comm.:	<i>Michael R. Carr</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>John Novillo</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Pla</i>	Date: <i>10.7.15</i>
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Form last updated: January 6, 2010

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Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University													
Department	College of Nursing & Health Sciences – Health Sciences													
Course Name	<i>Exercise Psychology</i>													
Course Number	HSEP 7160													
Prerequisite	Admission into the graduate EP program													
Course Description	Prerequisites: Admission into the graduate program or permission of the instructor. This course will review the relation of physical activity and physical fitness to stress and mental health, and explanatory models of exercise patterns.													
Academic Hours (Lecture - Lab - Total)	3-0-3													
Instructor & Office Hours	Department of Psychology Faculty – TBA													
Semester (s)	Fall 2016													
Required Text (s)	Buckworth, Dishman, O'Conner & Tomporowski. (2013). <i>Exercise Psychology</i> . Human Kinetics. ISBN-13: 9781450407090													
Supplemental Text	ACSM's Resources for Clinical Exercise Physiology, 2 nd edition 2010, LWW.													
Student Requirements	Course Evaluation.													
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Topic Outline	Foundations of Exercise Psychology Basic Concepts in Exercise Psychology Behavioral Neuroscience Exercise & Mental Health Affect, Mood and Emotion Anxiety Depression Cognition Energy & Fatigue Sleep Pain Self-Esteem Correlates of Exercise & Physical Activity Theories of Behavior Change Interventions to Change Physical Activity Behavior Perceived Exertion
Additional Comments	

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
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GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 09/03/2015 (mm/dd/yyyy)		
Department Initiating Request: CONHS-School of Health Sciences	Faculty Member Requesting: Dr. LaGary Carter	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) HSEP 7170	Proposed New Course Title: Advanced Exercise Testing & Prescription for Special Populations Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Adv Exer Test & Prescr Spec Pops	
Semester/Year to be Effective: Fall 2016	Estimated Frequency of Course Offering: Summer	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 2	Lab Hours: 2	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission into the graduate program or permission of the instructor. The student will examine the recommended exercise testing and prescription methodology for the apparently healthy, athletic and those with various diseases and disabilities. Emphasis is placed upon the physiological responses and adaptations of individuals based on gender, ethnicity, and age to cardiovascular and resistance training. Research surrounding the role of exercise in women's health will be reviewed. Special emphasis will be placed upon the endocrine, immune, cardiopulmonary, reproductive, neurological and musculoskeletal 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. <input checked="" type="checkbox"/> Improving student learning outcomes: Needs Assessment <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Needs Assessment <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students/Alumn; Needs Assessment <input type="checkbox"/> 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. Student Exit Survey, Internship Preceptor Survey, ACSM Registered Clinical Exercise Physiologist certification exam results.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>L. Lamy Gustafson</i>	Date: <i>9/15/15</i>
College/Division Exec. Comm.:	<i>Michael R. Orr</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>Sh. Naville</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Platt</i>	Date: <i>10-7-15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. Platt</i>	Date: <i>10-7-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

337

ACSM University Accredited Program Standardized Syllabus Form

Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Advanced Exercise Testing & Prescription for Special Populations</i>
Course Number	HSEP 7170
Prerequisite	Admission into the EP graduate program or permission of the instructor.
Course Description	Prerequisite: Admission into the graduate program or permission of the instructor. The student will examine the recommended exercise testing and prescription methodology for the apparently healthy, athletic and those with various diseases and disabilities. Emphasis is placed upon the physiological responses and adaptations of individuals based on gender, ethnicity, and age to cardiovascular and resistance training. Research surrounding the role of exercise in women's health will be reviewed. Special emphasis will be placed upon the endocrine, immune, cardiopulmonary, reproductive, neurological and musculoskeletal system.
Academic Hours (Lecture - Lab - Total)	2-2-3
Instructor & Office Hours	Exercise Physiology Faculty - TBA
Semester (s)	Fall 2016
Required Text (s)	ACSM's Resources for Clinical Exercise Physiology (2009). 2 nd edition 2010, LWW. SBN/ISSN: 9780781768702
Supplemental Text	<i>ACSM's Guidelines for Exercise Testing and Prescription.</i> (2013). LWW ISBN 9781609136055 <i>ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription.</i> (2013). LWW ISBN 9781609139568
Student Requirements	<p><u>Course Evaluation / Grading</u></p> <p>Quiz (s) announced or unannounced at instructor's discretion Exams (4) all assigned readings are subject to appear on exams Final (1) Comprehensive (multiple choice format)</p> <p>The final grade will be determined based on <u>the total possible points</u> for the course at the end of the semester. The final grade will be tabulated based on the total number of points each student has obtained as a percentage of the total possible points for the course.</p>

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	90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D ≤ 59% = F
Topic Outline	Introduction Chapter 1 Benefits & Risks Associated with Physical Activity (Resource Ch. 11) Chapter 2 Pre-participation Health Screening (Resource Ch. 12-13) Chapter 3 Pre-exercise Evaluation (Resource Ch. 20) Exam 1 (Chapter 1-3 Guidelines; Chapter 11-13, 20 Resource) Chapter 4 HR Fitness Testing & Interpretation (Resource Ch. 18, 21-22) Chapter 5 Clinical Exercise Testing (Resource Ch. 23-29) Chapter 6 Interpretation of CET (Resource Ch. 23-29) Exam 2 (Chapter 4-6 Guidelines; Chapter 23-29 Resource) Chapter 7 Principles of Exercise Prescription Chapter 8 Exercise Rx for Healthy & Special Pops (Resource Ch. 30-37) Chapter 9 Exercise Rx for CHD & CVD (Resource Ch. 37-38) Exam 3 (Chapter 7-9 Guidelines; Chapter 30-38 Resource) Chapter 10 Metabolic Syndrome & HTN (Resource Ch. 41) Chapter 10 Overweight/Obesity & Diabetes (Resource Ch. 35, 40-41) Chapter 10 Dyslipidemia & Pulmonary (Resource Ch. 39 & 41) Exam 4 (Chapter 10 sections above & Resource 35, 39, 40-41). Chapter 10 Cancer & HIV Chapter 10 Parkinson Disease & Multiple Sclerosis Chapter 10 Fibromyalgia & Cerebral Palsy Chapter 10 Fibromyalgia & Cerebral Palsy <i>Chapter 10 Osteoporosis</i> Chapter 10 Arthritis Chapter 10 Kidney Disease Final <i>Exam (Comprehensive)</i>
Additional Comments	This course utilizes the equipment in the human performance lab. Students are also required to (1) perform assigned assessments and (2) to interpret the data in a written format.

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	Both
II	Exercise Testing	Both
III	Exercise Prescription	Both
IV	Exercise Training	Both

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V	Education and Behavior Change	Both
VI	Program Administration	Both
VII	Legal and Professional Consideration	Both

POLICY STATEMENT ON PLAGIARISM

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website

<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsua.php>



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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.

SPECIAL NEEDS STATEMENT

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Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

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

Computer and Information Technology Requirement

- **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:**
 - **HSBA Building (3 open labs)**
 - **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)**
- **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/>

RECEIVED

SEP 17 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 09/03/2015 (mm/dd/yyyy)		
Department Initiating Request: CONHS - School of Health Sciences	Faculty Member Requesting: Dr. LaGary Carter	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) HSEP 7400	Proposed New Course Title: Exercise Physiology Seminar Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Exercise Physiology Seminar	
Semester/Year to be Effective: Fall 2016	Estimated Frequency of Course Offering: Spring	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 23	Lab Hours: 2	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission into the graduate program or permission of the instructor. The student will perform an exhaustive review of the scientific literature or experimental study of an approved topic pertinent to the field of exercise and sports medicine. The topic or research will be given as a grand rounds presentation before the faculty, staff and students within the College of Nursing & Health Sciences as directed. This course provides an opportunity for the student to engage in scholarly activity.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Needs Assessment <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Needs Assessment <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students/ Alumni <input type="checkbox"/> 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. Student Exit Survey, Internship Preceptor Survey, ACSM Registered Clinical Exercise Physiologist certification exam results.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>L. Long Carter</i>	Date: <i>9/15/15</i>
College/Division Exec. Comm.:	<i>Michael R. Carr</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>Sh Novick</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Pl</i>	Date: <i>10.7.15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. Pl</i>	Date: <i>10.7.15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

ACSM University Accredited Program Standardized Syllabus Form

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University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Exercise Physiology Seminar</i>
Course Number	HSEP 7400
Prerequisite	Admission into the EP graduate program or permission of the instructor.
Course Description	Prerequisite: Admission into the graduate program or permission of the instructor. The student will perform an exhaustive review of the scientific literature or experimental study of an approved topic pertinent to the field of exercise and sports medicine. The topic or research will be given as a grand rounds presentation before the faculty, staff and students within the College of Nursing & Health Sciences as directed. This course provides an opportunity for the student to engage in scholarly activity. The student will be required to either (1) compose and submit an article for a newsletter, bulletin or magazine and submit a presentation proposal to a local, state, regional or national professional meeting or (2) assist with an exhaustive literature review and research data collection.
Academic Hours (Lecture - Lab - Total)	2-2-3
Instructor & Office Hours	Exercise Physiology Faculty - TBA
Semester (s)	Fall 2016
Required Text (s)	N/A
Supplemental Text	N/A
Student Requirements	Refer to the course description. Student evaluation will be determined on a case by case scenario based on option 1 or option 2
Topic Outline	As assigned by the instructor
Additional Comments	This course may utilize equipment in the human performance lab. Students are also required to (1) perform assigned assessments and (2) to interpret the data in a written format as warranted.

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	As assigned
II	Exercise Testing	As assigned
III	Exercise Prescription	As assigned
IV	Exercise Training	As assigned
V	Education and Behavior Change	As assigned
VI	Program Administration	As assigned
VII	Legal and Professional Consideration	As assigned

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 - **College of Arts & Sciences (4 open labs)**

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- University Center (6 open labs)
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 - 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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<http://www.valdosta.edu/academics/library/depts/media-center/>

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

SEP 17 2015

Date of Submission: 09/03/2015 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
CONHS - School of Health Sciences

Faculty Member Requesting:
Dr. LaGary Carter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
HSEP 7950

Proposed New Course Title:
Exercise Physiology Internship
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Exercise Physiology Internship

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Fall Spring Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 6

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 all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination. The student is required to work a minimum of 20 hours per week. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology. Each student is required to sit for one of the following American College of Sports Medicine professional certification examinations: Certified Exercise Physiologist, Certified Clinical Exercise Physiologist or Registered Clinical Exercise Physiologist. The certification examination must be completed prior to the end of the semester in which the course is taken. Copies of the certification exam results, preceptor evaluation, and an exit survey must be submitted to the course instructor before a final grade can be assigned.

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: Needs Assessment
- Adopting current best practice(s) in field: Needs Assessment
- 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/Alumni

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student Exit Survey, Internship Preceptor Survey, ACSM Registered Clinical Exercise Physiologist certification exam results.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>L. Day</i>	Date: 9/15/15
College/Division Exec. Comm.:	<i>Mark R. Carr</i>	Date: 9/15/15
Dean/Director:	<i>She Noriega</i>	Date: 9/15/15
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. P.</i>	Date: 10-7-15
Graduate Dean: (for graduate course):	<i>J. T. J. P.</i>	Date: 10-7-15
Academic Committee:		Date:

Form last updated: January 6, 2010

ACSM University Accredited Program Standardized Syllabus Form

Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains –JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Exercise Physiology Internship</i>
Course Number	HSEP 7950
Prerequisite	Admission into the EP graduate program.
Course Description	Prerequisite: Completion of all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination. The student is required to work a minimum of 20 hours per week for a total of 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology. Each student is required to sit for one of the following American College of Sports Medicine professional certification examinations; Certified Exercise Physiologist, Certified Clinical Exercise Physiologist or Registered Clinical Exercise Physiologist. The certification examination must be completed prior to the end of the semester in which the course is taken. Copies of the certification exam results, preceptor evaluation, and an exit survey must be submitted to the course instructor before a final grade can be assigned.
Academic Hours (Lecture - Lab - Total)	0-0-6
Instructor & Office Hours	<i>Sarah Fretti Thomas, MS, ACSM-RCEP, ACSM-CEP</i> Clinical Coordinator/Instructor Undergraduate Exercise Physiology Program Director College of Nursing and Health Sciences Valdosta State University 1500 N. Patterson Street Valdosta, GA 31698 Office Location: HSBA 2143 229-245-6599 (office) 229-259-5129 (fax) skfretti@valdosta.edu EP Faculty – as assigned
Semester (s)	Fall 2016
Required Text (s)	ACSM's Resources for Clinical Exercise Physiology (2009). 2 nd edition 2010, LWW. SBN/ISSN: 9780781768702
Supplemental Text	<i>ACSM's Guidelines for Exercise Testing and Prescription.</i> (2013). LWW ISBN 9781609136055

	<p><i>ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription.</i> (2013). LWW ISBN 9781609139568</p>
<p>Student Requirements</p>	<p>The student must obtain 400 cumulative hours of work experience over the course of the academic term. The student must complete a special project which must be approved by the internship coordinator (Sarah Thomas) and also teach a minimum of two educational classes relevant to the internship setting. The special project must make a significant contribution to the internship site or the profession as a whole. The student must also keep an "informative" journal of their daily activities or experiences. This documentation must also include the cumulative hours "worked" per week. The student must email their weekly journal to the course instructor via <u>Blazeview Drop Box</u> as a <u>Microsoft word attachment</u>. In addition, the student must register for and complete the ACSM HFS, CEP or RCEP certification examination. Students are NOT allowed to take the NSCA-CSCS exam as an alternative to the ACSM exam or retake an ACSM certification they have already passed.</p> <p>See website links for certification registration: http://certification.acsm.org/get-certified http://www.pearsonvue.com/acsm/</p> <p><u>Student Evaluation/Grading</u> The student will receive a letter grade (A,B,C,D,F) which will ultimately be determined by the internship coordinator (Ms. Fretti), and significantly determined by the student's attendance, special project, educational instruction, punctuality and scope of diary, internship evaluation form and/or overall performance. **See also Grading Policy and Scale below** It is the student's responsibility to ensure that the (1) internship site supervisor's evaluation, (2) Student Evaluation of the Internship Experience and (3) the ACSM examination score results are submitted to Ms. Fretti no later than the last week of the internship experience.</p> <p>Course Requirements: 1. Complete at least 400 hours hands-on experience 2. Weekly Journals (10) 3. Major Project 4. Educational Classes (2) 5. ACSM Exam Score Report 6. Student Evaluation of Program/Internship (online) 7. Preceptor Evaluation of Student (online – will be given link via email). Failure to submit the Major Project, Evaluations, or the ACSM Test Score Report will result in a failing grade at the discretion of the instructor.</p> <p>Attendance Policy: For six (6) semester hours of academic credit, students will be expected to work a minimum of 20 hours per week. He /she will be required to abide by the attendance, tardiness, attire and any other employment policies demanded by their respective internship site. Should a student request a day(s) off, due to illness or personal reasons, the internship instructor or coordinator (Ms. Thomas) or must also be notified immediately at the time of the initial request. PRIOR TO THE ABSENCE- - IF POSSIBLE.</p> <p>Any student removed from their internship for any reason(s) associated with a lack of professionalism or unsatisfactory performance will receive an "F", "Incomplete" or "unsatisfactory" grade for the course based on the discretion of the instructor (Ms. Fretti). Failure to follow instructions provided in the course syllabus, the site preceptor/supervisor or by the internship coordinator(s) will be detrimental to the student's final grade. Cell phone use is NOT allowed during the official working hours of the internship (excluding lunch or approved breaks). Non-compliance regarding cell phone usage may result in a major grade reduction and/or dismissal for the MSEP program.</p>

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Topic Outline	<p>Journal Format Example</p> <p><u>Monday 09-12-15 (8:00am - 5:00pm) 9hrs.</u></p> <p>The daily text should include what was specifically performed or observed by the student for each given day. Students should comment on what they learned, found interesting, or have further questions about. Each day's text should be informative and at least several paragraphs in length. You must abide by HIPPA standards and not mention the name of patient's or clients. <u>Include the summation of your weekly meeting with your supervisor regarding the previous week's job performance</u> and your overall performance to date. At the end of each diary, students must include the total number of hours worked (that week) along with the number of cumulative internship hours acquired. Include your name on each page of the diary. The journal is due no later than <u>each Monday 11:59 PM for the previous week's work.</u> The student's name should appear on each page of the journal.</p> <p>Weekly hours: 20 Cumulative/Total: 120</p> <p>The weekly and cumulative hours should appear at the bottom of each journal.</p>
Additional Comments	<p>Preceptor and Student Evaluation forms will be completed online. The link will be given via Blazeview for students and emailed to Supervisors. The evaluations may also be found on the VSU EP website. http://www.valdosta.edu/colleges/nursing-and-health-sciences/exercisephysiology/internship/</p>

This course covers the following ACSM Domains / JTA's for the Registered Clinical Exercise Physiologist

Domain	JTA Description	Lecture, Lab, or both
I	Clinical Assessment	As assigned
II	Exercise Testing	As assigned
III	Exercise Prescription	As assigned
IV	Exercise Training	As assigned
V	Education and Behavior Change	As assigned
VI	Program Administration	As assigned
VII	Legal and Professional Consideration	As assigned

POLICY STATEMENT ON PLAGIARISM

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

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website
<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsua.php>



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SPECIAL NEEDS STATEMENT

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Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available

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

Computer and Information Technology Requirement

- **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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 - **Library (7 open labs)**
 - **College of the Arts (3 open labs)**
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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.**
<http://www.valdosta.edu/academics/library/depts/media-center/>

RECEIVED

SEP 17 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/03/2015 (mm/dd/yyyy)

Department Initiating Request:
CONHS - School of Health Sciences

Faculty Member Requesting:
Dr. LaGary Carter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 7999

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Fall Spring Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 3 to 6

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 all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination. This course is designated for students developing and writing a thesis as recommended and approved by the student's thesis advisor. May be repeated.

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: Needs Assessment
- Adopting current best practice(s) in field: Needs Assessment
- 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/Alumni
- 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. Student Exit Survey, Internship Preceptor Survey, ACSM Registered Clinical Exercise Physiologist certification exam results.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, Portfolio, Written Comprehensive Exit Exam
- Other: Future program accreditation through the Commission on Accreditation of Allied Health Education Programs.

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

Approvals:		
Dept. Head:	<i>L. Amy Carter</i>	Date: <i>9/5/15</i>
College/Division Exec. Comm.:	<i>Mark R. Carr</i>	Date: <i>9/15/15</i>
Dean/Director:	<i>J. Novello</i>	Date: <i>9/15/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Platt</i>	Date: <i>10.7.15</i>
Graduate Dean: (for graduate course):	<i>J. T. J. Platt</i>	Date: <i>10.7.15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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ACSM University Accredited Program Standardized Syllabus Form

Each course within the **Masters of Science in Exercise Physiology** curriculum will utilize the syllabus template below. The most current textbooks and/or those recommended by the ACSM in preparation for the RCEP examination will be adopted. Each course will incorporate select domains and job task analysis descriptive content into the student learning objectives and outcomes from the "RCEP Domains -JTAs 2012" -- see attachment. Student evaluation and grading criteria will be according to instructor preference.

University/College	Valdosta State University
Department	College of Nursing & Health Sciences – Health Sciences
Course Name	<i>Thesis</i>
Course Number	HSEP 7999
Prerequisite	Prerequisite: Completion of all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination.
Course Description	Prerequisite: Completion of all academic coursework, graduation checklist, and satisfactory score on the written and oral comprehensive examination. This course is designated for students developing and writing a thesis as recommended and approved by the student's thesis advisor. May be repeated
Academic Hours (Lecture - Lab - Total)	3 to 6 credit hours
Instructor & Office Hours	Exercise Physiology Faculty - TBA
Semester (s)	Fall 2016
Required Text (s)	N/A
Supplemental Text	N/A
Student Requirements	Refer to the course description.
Topic Outline	As assigned by the instructor
Additional Comments	This course may utilize equipment in the human performance lab. Students are also required to (1) perform assigned assessments and (2) to interpret the data in a written format as warranted.

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BYLAWS
ACADEMIC COMMITTEE
of the
VALDOSTA STATE UNIVERSITY FACULTY SENATE

1. NAME:

The official name of this statutory committee is "Academic Committee" as designated by Article VI: Committees of the Senate, Section 5b, Valdosta State University Statutes.

2. PURPOSE:

The Academic Committee is charged to approve, disapprove, or remand to the originating unit a) any proposals and recommended changes related to the educational philosophy, academic mission, and educational enterprise of the University and b) any recommended curricular proposals.

3. MEMBERSHIP:

The Academic Committee membership is composed of the Vice President for Academic Affairs or VPAA designee, Chairperson; the Registrar (non-voting), Secretary/adviser; six elected Senators appointed by the Committee on Committees; and twelve elected members of the General Faculty. Elected and appointed members will serve for three years, one-third elected or appointed each year. Deans, directors, and other guests may participate in all discussion but may not present motions, seconds, or votes.

4. CHAIRPERSON/SECRETARY:

The Secretary will electronically distribute a proposal packet to the committee membership five days prior to a scheduled meeting. The Chairperson will ensure that all proposals presented for the Committee's consideration are in accordance with existing policies and procedures and will convene and preside over the meetings of the Committee. The Secretary will disseminate electronically an written draft of actions taken to the committee for review within ten days of a committee meeting. The committee will then approve the minutes via email, and a copy of those approved minutes will be posted on the web as well as included in the materials for the next committee meeting. The Chairperson will submit the Committee's report to the President of the Faculty Senate.

5. MEETINGS:

The Academic Committee will meet on the second Monday of each month, September through May, at 2:30 p.m. At the request of the Chairperson, meetings may be scheduled during the months of June and August. A meeting can be cancelled if proposals or other appropriate business have not been received by the Secretary by the due date for that meeting.

6. PROPOSALS:

The deadline for originating units to submit proposals to the Secretary is two weeks prior to the scheduled meeting. Proposals must be submitted on the appropriate Academic Committee paperwork.

The Academic Committee is not empowered to make any changes in a curriculum proposal. If changes are suggested, the proposal will be remanded to the originating unit for further consideration and resubmission. Editorial corrections may be made by the Academic Committee during the meeting (e.g. grammar, punctuation, spelling) may be made by the Chairperson, Secretary or the catalog editor.

7. QUORUM:

A quorum exists when more than 50 percent of the membership is represented in person by proxy at the beginning of the meeting.

8. ORDER OF BUSINESS:

The order of business will be roll call, identification of proxies, reports of committees, unfinished business, new business, report of the Chairperson, and announcements.

9. PROXIES:

Proxies will identify themselves to the Chairperson and the membership at the meeting. No person may hold more than one proxy. Members sending a proxy to the meeting should notify the Secretary in writing prior to the meeting.

10. AD-HOC COMMITTEES:

The Chairperson may appoint ad-hoc committees as needed.

11. AMENDMENTS TO BYLAWS:

The Academic Committee Bylaws may be changed by two-thirds majority vote of the voting membership. Changes must be published and distributed to the voting membership one month before any action can be taken.

Approved by the Academic Committee at the April 9, 2007 meeting. ***will updated once approved***

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Changes Made to Curricula in Online Catalog

1. M.A.T in Middle Grades and Secondary Education--adjusted curriculum to reflect actual course numbers (per Barbara Radcliffe) (5100-5600, not 5000-5500)
2. B.A. in French--corrected FREN 4110 to 4010
3. POLS B.A.--removed deactivated courses 3500 and 3510 from Pol Theory options; POLS 4832 → POLS 4831 (per Robert Harding and Carol Glen)
4. B.A./B.S. in PSYC--removed PSYC 4300 from list of choices as 4300 is deactivated (per Deb Briihl)
5. M.S.N.--Clinical Nurse Leader track deleted (per Sheri Noviello)
6. Minor in Aerospace Studies--deleted HIST 4500 from electives since deactivated in Feb. 2005
7. Minor in WGST--removed PHIL 4600; no such course we could find, and it was elective
8. Minor in AFAM--removed MUSC 3450 as elective since deactivated in March 2012
9. Minor in NAS--removed ARTH 4170 and 4180 as electives since deactivated in November 2014
10. M.S.W.--removed SOWK 7830, 7880, 7750 from electives since deactivated October 2011
11. SOWK 7611 and 7612--changed effective date to Fall 2015
12. Ed.S. Ed Leadership- removed LEAD 8410 from electives since deactivated October 2011
13. Certificate in Ed Leadership, building/system level--removed LEAD 8410
14. MFTH 7900--deleted from elective list (course deactivated "ages ago" says Kate Warner)
15. Certificate in Public Management and Certificate in Non-Profit--removed PADM 7120 since deactivated in September 2014
16. Minor in Theatre Arts--removed THEA 4900 from elective list since deactivated November 2014
17. Med in Ed Leadership--LEAD 8420 corrected to LEAD 8240 (per Leon Pate)
18. Minor in Dance--removed DANC 4000 from electives since deactivated November 2012
19. B.A.S. in Human Capital Performance-OBC--removed ACED 4030 from guided electives (per posted plan of study)
20. B.S. in Office Administration--removed ENGL 3080, PERS 2660, PERS 2770 (deactivated), and subbed FIN 1500 for FIN 2380
21. B.A. in Philosophy and Religious Studies--removed REL 3501, 3502, 3200 from options since deactivated November 2014 and January 2015
22. Latin-American Certificate--deleted POLS 4320 from electives since deactivated December 2004
23. Minor in Human Resources Management--deleted MGNT 4630 from electives since deactivated September 2014
24. Minor in ASTR--added now (approved in September 2015 Academic Committee)
25. B.S. in CS--dropped Technical Communication as track option (per Sheri Gravett and Greg Harrell)

26. B.A. in Spanish-World Language/Lit--removed SPAN 3170 (per Viki Soady via phone)
27. Minor in Professional Sales--removed MKTG 4020 as elective