

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
February 12, 2018**

2:30 p.m.

**Rose Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
February 12, 2018

1. Minutes of the January 8, 2018 meeting. (pages 1-5) were approved by email January 23, 2018.
2. **COLLEGE OF THE ARTS**
 - a. New course PERS 2630 (pages 6-16)
3. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised curriculum for the MS in Biology (pages 17-18)
 - b. Revised catalogue copy for the MS in Biology (pages 19-21)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. New course PERS 2430 (pages 22-28)
 - b. New minor Health Psychology (pages 29-30)
 - c. New course PSYC 2100 (pages 31-36)
 - d. New course PSYC 3350 (pages 37-43)
 - e. Revised catalogue copy MED in Early Childhood Education to MED in Elementary Education (pages 44-46)
 - f. Revised catalogue copy Selected Educational Outcomes MED in Early Childhood Education to MED in Elementary Education (pages 47-52)
 - g. Revised requirements for the MED in Elementary Education (pages 53-55)
 - h. Revised prefix, title, and description ELED 6000 (pages 56-58). Deactivation of ECED 6000.
 - i. Revised prefix, title, and description ELED 7210 (pages 59-61). Deactivation of ECED 7210.
 - j. Revised prefix, title, and description ELED 7220 (pages 62-64). Deactivation of ECED 7220.
 - k. Revised prefix, and title ELED 7230 (pages 65-67). Deactivation ECED 7230.
 - l. Revised prefix, and description ELED 7320 (pages 68-70). Deactivation ECED 7320.
 - m. Revised prefix, title, and description ELED 7330 (pages 71-73). Deactivation ECED 7330.
 - n. Revised prefix, and title ELED 7340 (pages 74-76). Deactivation ECED 7340.
 - o. Revised prefix, and title ELED 7540 (pages 77-79). Deactivation ECED 7540.
 - p. Revised prefix ELED 7550 (pages 80-81). Deactivation ECED 7550.
 - q. Revised curriculum for Mathematics Endorsement for K-5 Teachers (pages 82-83)
 - r. Revised curriculum for Science Endorsement for K-5 Teachers (pages 84-85)
 - s. Revised prefix ELED 6010 (pages 86-88). Deactivation ECED 6010.
 - t. Revised prefix, and description ELED 6020 (pages 89-91). Deactivation ECED 6020.
 - u. Revised prefix ELED 6030 (pages 92-94). Deactivation ECED 6030.
 - v. Revised prefix ELED 6110 (pages 95-97). Deactivation ECED 6110.
 - w. Revised prefix ELED 6120 (pages 98-100). Deactivation ECED 6120.
 - x. Revised prefix ELED 6130 (pages 101-103). Deactivation ECED 6130.
 - y. Revised name MED in School Counseling to MED in Counselor Education (pages 104-107)
 - z. Revised curriculum MED in School Counseling to MED in Counselor Education (pages 108-111)
 - aa. Revised course prefix COUN from SCHC (pages 112-115):
 1. COUN 7800 – Deactivation SCHC 7800
 2. COUN 7010 – Deactivation SCHC 7010
 3. COUN 7400 – Deactivation SCHC 7400
 4. COUN 7450 – Deactivation SCHC 7450
 5. COUN 7470 – Deactivation SCHC 7470
 6. COUN 7820 – Deactivation SCHC 7820
 7. COUN 7830 – Deactivation SCHC 7830
 8. COUN 7900 – Deactivation SCHC 7900
 9. COUN 7981 – Deactivation SCHC 7981
 10. COUN 7991 – Deactivation SCHC 7991
 11. COUN 7992 – Deactivation SCHC 7992
 - bb. Revised admission and program information for the MED in Counselor Education (pages 116-118)
 - cc. Revised catalogue copy for the MED in Counselor Education (pages 119-121)
 - dd. Revised admission dates for the MED in Counselor Education (pages 122-124)
 - ee. New course COUN 7930 (pages 125-139)
 - ff. New course COUN 7020 (pages 140-148)
 - gg. New course COUN 7850 (pages 149-161)
 - hh. New course COUN 7890 (pages 162-171)
 - ii. New course COUN 7950 (pages 172-179)
 - jj. New course COUN 7430 (pages 180-195)

5. Pending items

- a. Revised course CHEM 1010 – USG General Education Council approval
- b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES

January 8, 2018

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 8, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Laura Carter (Proxy Dr. Michelle Ritter), Ms. Catherine Bowers, Dr. Bobbie Ticknor, Dr. Gary Futrell, Dr. Diane Wright, Ms. Sarah Arnett, Mr. Craig Hawkins, Ms. Sarah Arnett (Proxy Dr. Nicole Cox), Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Eugene Asola, Ms. Jessica Lee (Proxy Dr. Colette Drouillard), Ms. Kwanza Thomas, Ms. Laura Carter, Ms. Jessica Lee and Ms. Amy Chew.

Members Absent: Dr. Michelle Ritter, Dr. Nicole Cox, and Dr. Colette Drouillard.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mark Kasper, Mr. Chuck Conner, Dr. LaGary Carter, Mr. Dominique Harris, Mr. Ernest Smith, Dr. Bob Gannon, Dr. Ransom Gladwin, Dr. Shaun Ault, and Dr. Shirley Andrews.

The Minutes of the November 13, 2017 meeting were approved by email on November 20, 2017. (pages 1-4).

A. College of Business

1. Revised course description, Marketing (MKTG) 4750, "Marketing of Services, (MARKETING OF SERVICES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018 with the description changed to read – A study of key challenges in effective service delivery with emphasis on unique... variety of industries. Course also examines the differences between the marketing of manufactured good and the marketing of services. (pages 5-7).
2. New minor in Forensic Accounting was approved effective Fall Semester 2018. (pages 8-9). ***BOR Notification***
3. Revised admission requirements for the MBA and WebMBA was approved effective Fall Semester 2018. (pages 10-12).

B. College of Nursing and Health Sciences

1. Revised program progression, retention requirements, and degree requirements for the BS in Health Science was approved effective Fall Semester 2018 with the effective date changed from Spring 2018 to Fall 2018. (pages 13-16).
2. Revised catalogue copy for the BS in Health Science was approved effective Fall Semester 2018 with the effective date changed from Spring 2018 to Fall 2018. (pages 17-21).
3. Revised course prerequisites, Health Science (HSHS) 3100, "Structural Kinesiology, (STRUCTURAL KINESIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 22-24).
4. Revised course prerequisites, and credit hours, Health Science (HSHS) 3300, "Health Assessment and Promotion, (HLTH ASSESSMENT AND PROMOTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 25-27).
5. Revised course prerequisites, and credit hours, Health Science (HSHS) 3800, "Evidence Based Practice in Healthcare, (EVIDENC BASED PRAC IN HLTHCARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the correction of the spelling of "Completion" and the description changed to read ...process in health-related... . (pages 28-30).
6. Revised course prerequisites, Health Science (HSHS) 4050, "Principles of Musculoskeletal Examination, (PRINC MUSCULOSKELETAL EXAM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 31-33).
7. Revised course prerequisites, Health Science (HSHS) 4100, "Fitness and Strength and Conditioning Techniques, (FITNSS/STRNGTH/CONDITION TECH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 34-36).

8. Revised course prerequisites, Health Science (HSHS) 4800, "Principles of Therapeutic Intervention, (PRINC OF THERAPEUTIC INTERVENT- 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 37-39).
9. Revised requirements for the BSEP was approved effective Fall Semester 2018. (pages 40-42).
10. Revised catalogue copy for the BSEP was approved effective Fall Semester 2018. (pages 43-45).
11. Revised credit hours, Health Sci Exercise Physiology (HSEP) 3011, "Exercise Testing and Prescription II, (EXERCISE TEST & PRESCRIP II- 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2018. (pages 46-48).
12. Revised credit hours, Health Sci Exercise Physiology (HSEP) 4510, "Exercise Physiology Practicum, (EXERCISE PHYSIOLOGY PRACTICUM- 4 credit hours, 0 lecture hours, 8 lab hours, and 8 contact hours), was approved effective Fall Semester 2018. (pages 49-51).
13. Revised credit hours, Health Sci Exercise Physiology (HSEP) 3020, "Assessments in Exercise Physiology, (ASSESS IN EXERCISE PHYSIOLOGY- 4 credit hours, 0 lecture hours, 8 lab hours, and 8 contact hours), was approved effective Fall Semester 2018. (pages 52-54).
14. Revised course title, prerequisite, and description, Health Sci Exercise Physiology (HSEP) 3430, "Structural Kinesiology, (STRUCTURAL KINESIOLOGY - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 55-57).
15. Revised requirements for the minor in Nutritional Science was approved effective Fall Semester 2018. (pages 58-59).
16. Revised catalogue copy for the minor in Nutritional Science was approved effective Fall Semester 2018. (pages 60-62).
17. Deactivation of HSEP 3410 was noted effective Fall Semester 2018. (pages 63-64).
18. Deactivation of NUTR 3200 was noted effective Spring Semester 2018. (pages 65-66).

C. College of Arts and Sciences

1. Revised catalogue copy for the MS in Biology was approved effective Fall Semester 2018. (pages 67-70).
2. Revised curriculum for the MS in Biology was approved effective Fall Semester 2018. (pages 71-73).
3. Revised degree requirements for the MS in Biology was approved effective Fall Semester 2018. (pages 74-75).
4. New course, Mathematics (MATH) 0998, "Support for Mathematical Modeling, (SUPPORT MATHEMATICAL MODELING - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 76-84).
5. Revised course prerequisites and description, Mathematics (MATH) 0999, "Support for College Algebra, (SUPPORT FOR COLLEGE ALEBRA - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 85-86).
6. Deactivation of MATH 0989 was noted effective Fall Semester 2018. (pages 87-88).
7. Reactivation, Mathematics (MATH) 3900, "Mathematical Theory of Interest, (MATHEMATICL THEORY OF INTEREST- 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (page 89).
8. Revised catalogue copy for the MAT in Education - ESOL was approved effective Fall Semester 2018. (pages 90-93).
9. Revised curriculum for the MAT in Education - ESOL was approved effective Fall Semester 2018. (pages 94-97).
10. Revised curriculum for the MAT in Education - FLED was approved effective Fall Semester 2018. (pages 98-101).

11. Revised catalogue copy for the BA in French WLC – Track 1 and Track 2 was approved effective Fall Semester 2018. (Pages 102-105).
12. Revised curriculum for the BA in French WLC – Track 1 and Track 2 was approved effective Fall Semester 2018. (Pages 106-109).
13. Revised catalogue copy for the BA in French L&C – Track 1 and Track 2 was approved effective Fall Semester 2018. (pages 110-113).
14. Revised curriculum for the BA in French L&C – Track 1 and Track 2 was approved effective Fall Semester 2018. (pages 114-116).
15. Revised catalogue copy for the BA in Spanish WLC – Track 1 and Track 2 was approved effective Fall Semester 2018. (pages 117-120).
16. Revised curriculum for the BA in Spanish WLC – Track 1 and Track 2 was approved effective Fall Semester 2018. (pages 121-123).
17. Revised catalogue copy for the BA in Spanish L&C – Track 1 and Track 2 was approved effective Fall Semester 2018. (pages 124-127).
18. Revised curriculum for the BA in Spanish L&C – Track 1 and Track 2 was approved effective Fall Semester 2018. (pages 128-130).

D. College of Education and Human Services

The prefix of ELSE was changed to ELES

1. Revised catalogue copy and curriculum for the BSED in Special Education – Deaf-and-Hard-of-Hearing was approved effective Fall Semester 2018. (pages 131-135).
2. Revised prerequisites, Amer Sign Lang Studies (ASLS) 2110, “American Sign Language I, (AMERICAN SIGN LANGUAGE I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 136-138).
3. Revised catalogue copy for the MED in Curriculum and Instruction in Accomplished Teaching was approved effective Fall Semester 2018. (pages 139-146).
4. Revised catalogue copy for the MED in Instructional Technology P-12 Technology was approved effective Fall Semester 2018. (pages 147-149).
5. Revised catalogue copy for the EDS in School Counseling was approved effective Fall Semester 2018. (pages 150-152).
6. Revised prerequisites, Psychology (PSYC) 3680, “Psychology of Motivation, (PSYCH OF MOTIVATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 153-155).
7. Revised credit hours, prerequisites, and description, Psychology (PSYC) 4500, “Special Topics in Psychology, (SPEC TOPICS IN PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 156-158).
8. Program change from BSED in Early Childhood Education to BSED in Elementary Education was approved effective Fall Semester 2018. (pages 159-164).
9. Revised curriculum for the BSED in Elementary Education was approved effective Fall Semester 2018. (pages 165-168).
10. Revised prefix, Elementary Education (ELED) 2999, “Entry to the Education Profession, (ENTRY TO EDUCATION – 0 credit hours, 0 lecture hours, 1 lab hour, and 0 contact hour), was approved effective Fall Semester 2018. (pages 169-171). Deactivation of ECSE 2999.

11. Revised prefix and prerequisite, Elementary Educ Special Educ (ELES) 3010, "Planning, Instruction, and Developmentally Appropriate Practices, (PLAN INSTRCTN DEV APPR PRACTIC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 172-174). Deactivation of ECSE 3010.
12. Revised prefix, prerequisite, and description, Elementary Educ Special Educ (ELES) 3020, "Intermediate Assessment, Planning, and Instruction, (INTER ASSESS PLAN & INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 175-177). Deactivation of ECSE 3020.
13. Revised prefix, and title, Elementary Education (ELED) 3190, "Elementary Education Practicum and Seminar: PreK-K, (ELED PRACTICUM/SEMINAR: PREK-K – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 178-180). Deactivation of ECED 3190.
14. Revised prefix, prerequisite, and description, Elementary Educ Special Educ (ELES) 3210, "Introduction to the Management of Learning Environments, (INTRO MGMT LRN ENVIRONMENTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 181-183). Deactivation of ECSE 3210.
15. Revised prefix, prerequisites, and title, Elementary Education (ELED) 3300, "Mathematics and Technology in Elementary Education, (MATH AND TECHNOLOGY IN ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 184-186). Deactivation of ECED 3190.
16. Revised prefix, prerequisites, and title, Elementary Education (ELED) 3690, "Elementary Education Practicum and Seminar: Grades 4-5, (MATH AND TECHNOLOGY IN ELED – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 187-189). Deactivation of ECED 3690.
17. Revised prefix, prerequisites, and description, Elementary Education (ELED) 4010, "Assessment, Planning, and Differentiated Instruction, (ASMNT PLAN & DIFFERNTTED INSTR– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 190-192). Deactivation of ECSE 4010.
18. Revised prefix, title, prerequisites, and description, Elementary Education (ELED) 4400, "Social Science Methods in Elementary Education, (ASMNT PLAN & DIFFERNTTED INSTR– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 193-195). Deactivation of ECED 4400.
19. Revised prefix, title, prerequisites, and description, Elementary Education (ELED) 4420, "Student Teaching Reflective Seminar, (STUDENT TEACHNG REFLECTIVE SEM– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 196-198). Deactivation of ECSE 4420.
20. Revised prefix, title, prerequisites, and description, Elementary Education (ELED) 4500, "Science and Technology in Elementary Education, (SCIENCE & TECHNOLOGY ELED– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 199-201). Deactivation of ECED 4500.
21. Revised prefix, title, and prerequisites, Elementary Education (ELED) 4690, "Elementary Education Practicum and Seminar: Grades 1-3, (ELED PRACTICUM/SEMINAR GR 1-3 – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 202-204). Deactivation of ECED 4690.
22. Revised prefix, title, description, and prerequisites, Elementary Education (ELED) 4790, "Student Teaching in Elementary Education, (STUDENT TEACHING IN ELED – 9 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2018. (pages 205-207). Deactivation of ECED 4790.
23. Revised prefix, title, description, and prerequisites, Elementary Education (ELED) 4890, "Internship in Elementary Education, (INTERNSHIP IN ELED – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 208-210). Deactivation of ECED 4890.
24. Revised prerequisites, Literacy (LITR) 3110, "Emergent Literacy Through Children's Literature and the Arts, (EMERGNT LITRCY - CHLD LIT&ARTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 211-213).
25. Revised prerequisites, Literacy (LITR) 3120, "Early Literacy, (EARLY LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 214-216).

26. Revised prerequisites, and description, Literacy (LITR) 3130, "Developing Literacy, (DEVELOPING LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 217-219).
27. Revised prerequisites, and description, Literacy (LITR) 4120, "Literacy Assessment and Applications, (LITERACY ASSESS & APPLICATION – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2018. (pages 220-222).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED

REQUEST FOR A NEW COURSE		JAN 26 2018
Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 04/17/2017 (mm/dd/yyyy)		
Department Initiating Request: Music	Faculty Member Requesting: Susan Eischeid	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PERS 2630	Proposed New Course Title: Holocaust: Arts under the Third Reich Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Holocaust Arts	
Semester/Year to be Effective: Spring 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" 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.) An exploration of the visual and performing arts during the Holocaust in Hitler's Reich and Nazi Germany including an examination of artistic activities through the contexts of history, culture, the Holocaust, and the Nazi regime, with parallels drawn to contemporary society.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> 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: This course will broaden the cultural and societal knowledge of students.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student surveys. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student 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>Sy [Signature]</i>	Date: <i>4/13/17</i>
College/Division Exec. Comm.: <i>[Signature] miss</i>	Date: <i>4/13/17</i>
Dean/Director: <i>[Signature]</i>	Date: <i>4/18/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



NEW PERSPECTIVES COURSE REQUEST

Complete Questions 1-14 below to request a new Perspectives courses. Return the completed form along with a sample syllabus and VSU New Course Request Form to:

Office of Academic Affairs
West Hall Room 107
Attn: Dr. Lai K. Orenduff

1. Perspectives Category: Cross-Cultural Understanding and Expression
2. Perspectives Area (1-7): 6 (PERS 2600s)
3. Full Course Title: Holocaust: Arts under the Third Reich
4. Course Developers (must be at least two, from at least two different disciplines. If from the same department, list the appropriate disciplines).

Primary Developer: Susan Eischeid Department of Music

Secondary Developer: Charles Johnson Department of History

Additional Developer(s):

5. What are the interdisciplinary aspects of this course that make it appropriate for a PERS listing as opposed to a departmental elective course?

Although the course will focus on artistic activity in the Holocaust, by necessity we will provide the historical and social context of the period. Additionally, not one but several different arts will be explored including music, art, film, and theatre.

6. What are the objectives of the course (*i.e.*, what do you want the students to get out of it)?

To ensure that the students have a working knowledge of the Holocaust, that they understand the factors that encouraged it, that they discover and explore the ways that people who suffered through the Holocaust still managed to express themselves artistically, and that they understand and explore social and historical parallels between the Holocaust period and contemporary society.

7. Suggest some appropriate ways of determining whether the students have met those particular objectives:

Discussion groups. Exams. Group and individual projects. Performances.



NEW PERSPECTIVES COURSE REQUEST

8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one?

Student input and post-course reflection. Class observation. Quality of in-class projects and performances.

9. All core courses must incorporate at least three of the following: (A) critical thinking skills; (B) use of computer and information technology; (C) oral communication skills; (D) written communication skills. Indicate which you feel are appropriate for this course and how they might be incorporated:

Critical thinking skills: Students will be encouraged to draw parallels between what happened in Nazi Germany and what is happening in the world today. To analyze critically the impact that government has and had in the encouragement or tacit approval of hate rhetoric and societal prejudice.

Use of computer and information technology: A variety of online resources will be utilized to present the course materials.

Oral communication skills: Students will be required to present the fruits of what they learn in their special projects to the class at large.

Written communication skills: Students will be required to submit written synopses for their various projects and performances.

10. Describe general topics which you believe would be appropriate for inclusion in the course. Note that future instructors may have areas of expertise that differ from those of the original course developers; a topics list (and the course catalog description) should suggest a framework for the course but should not exclude the potential contributions of those with a different interdisciplinary "perspective."

-General historical context and social history of the period

-Artistic influences which influenced the Nazi regime and its policies (i.e.: Richard Wagner, military music, music, theatre, art and film used as government propaganda)

-Artistic activity (music, art, theatre) in the ghettos of the Nazi regime

-Artistic activity (music, art, theatre) utilized in the concentration and death camps of the Nazi regime

-Artistic activity today inspired by artistic activity in the Holocaust



NEW PERSPECTIVES COURSE REQUEST

-Ways in which a study and knowledge of arts in the Holocaust can be used to address contemporary concerns and the increasing restriction and censorship of artistic activity in the country and world today.

11. What other Perspectives courses present topics that might overlap with the material listed above? This question is asked to suggest other kinds of interdisciplinary interactions, not to preclude the development of any particular course.

PERS 2699 Special Topics in Perspectives; PERS 2615 Politics and Film; PERS 2380 Arts Perspectives; PERS 2390 Music in Film

12. Are you aware of other courses elsewhere in the VSU catalogue that cover the same territory as your proposed course? If so, what are they and how does your course differ?

There are no other Holocaust courses offered at VSU at this time.

13. Date Submitted: January 3, 2017

14. Signatures:

Developer

Developer

Developer

Developer

15. Date Received: _____

16. _____ Approved _____ Revise and Resubmit _____ Not Approved

Signature of Reviewer: _____

17. Date Forwarded to Course Developer: _____

Return this request form to the Office of Academic Affairs, West Hall Room 107, Attention Dr. Lai K. Orenduff, along with a sample syllabus and New Course Request Form.

SYLLABUS**COURSE INFORMATION**

Course number and Section: PERS 2630

Course name: Holocaust: Arts under the Swastika

2-0-2 Credit hours

Pre-requisites: None

Location: TBD

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

Primary Instructor: Dr. Susan Eischeid, Department of Music

Secondary Instructor: Dr. Charles Johnson, Department of History

COURSE DESCRIPTION (as printed in university catalog)

A study of the arts in Nazi Germany and the Holocaust. Music, art, theatre, film, and dance will be analyzed through the contexts of history, societal culture, propaganda, and artistic activities that occurred during the Holocaust. Parallels to current society will be drawn.

REQUIRED TEXTS:

Bergen, Doris. *War and Genocide: A Concise History of the Holocaust*. 3rd Edition. Rowman & Littlefield Publishers, 2016. ISBN: 978-1442242289

Other materials which can be accessed online.

REQUIRED OUT OF CLASS ACTIVITIES

The instructor will be working closely with the United States Holocaust Memorial Museum (USHMM) and a regional set of programs offered over the next few years of visiting guest artists and lecturers. Inasmuch as possible, student will be encouraged to attend and/or participate remotely in these activities as they are offered. At the beginning of each semester, relevant dates will be posted.

STANDARDS, GOALS, OBJECTIVES, OR OUTCOMES

As part of the core curriculum at VSU, Perspectives courses foster interdisciplinary learning and global awareness. Perspectives courses explore topics that cross disciplinary boundaries with an emphasis on the interaction of two or more disciplines and the development of an ability by the student to synthesize varying points of view. Perspectives courses attempt to connect issues that affect individuals within our region (a regional perspective) with those affecting individuals in other parts of the world (a global perspective). As such, *Arts under the Swastika* will draw parallels between contemporary governments and what happened in Nazi Germany, the rise of hate speech and ideology in today's society as it mimics

what happened in the 1930s and 1940s, and a greater regional and world understanding of how all these issues tie together.

Specific educational outcomes include:

(Area A): Through required papers and projects students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context. Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their written work.

(Area B) Through exams and projects students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.

(Area E) Through a study of the Holocaust students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of different governments, and the importance of historical changes over time.

(Area C): Students will analyze, evaluate, and interpret diverse forms of human communication

Departmental learning outcomes include a general knowledge of all the different arts studied and how they were used and abused in the Holocaust period by the Nazi regime.

- Course objectives or outcomes will be aligned with the institutional standards above. By completion of the course the student will be able to demonstrate his/her knowledge of the Holocaust, have a good grasp of chronology and societal context, and a working knowledge of how the arts were affected and continue to be affected.

ASSIGNMENTS:

- Required readings in text and written summaries submitted of each chapter. (Area A, E)
- Required viewing of online concerts, plays, ballets, opera, art exhibitions and submittal of impressions, synopses, and reflections. (Areas A, B, C).
- Final performance project or presentation. (Areas B, C)
- Regularly scheduled papers, exams and quizzes. (Areas A, B, C, E)

ASSESSMENT

The course grade is calculated from grades on each aspect of the class, weighted as follows:

Three Examinations (each one 25%)	75%
Four Performance/Research Projects (averaged)	25%

There will be no make-up examinations given for any reason. Professor reserves the right to consider alternatives in extraordinary cases only. Any performance/research projects not submitted in the required class on the due date will not be accepted at a later date or time and will be counted as a 0%.

The course grading scale is:

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

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

- Due dates and details for all assignments posted at the beginning of every semester.

-The university-scheduled final exam time (located at <https://www.valdosta.edu/academics/registrar/final-exam-schedules.php>)

SOI statement

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

Accommodations Statement

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

Title IX Statement

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

Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Attendance

For every three unexcused absences the student's final grade average will be lowered by three points. Any excused absences must be supplemented with a valid physician's letter or suitable documentation as determined by the professor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

At my discretion, three episodes of tardiness will comprise one absence. A tardy is defined as any late arrival into class five minutes after the assigned class hour. I reserve the right to waive elements of this policy under special circumstances.

Any day you are late or absent, please get class notes from one or more classmates. You are responsible for knowing the content of every class, including announcements and assignments. The Instructor will not take responsibility for filling you in on what you missed.

- **Academic Integrity**

It is your responsibility to know and understand Valdosta State University's policies, procedures, and penalties regarding academic integrity. Negligence or ignorance of a policy will not be accepted as an excuse for violation of the policy. Please read VSU's Academic Honesty Policies and Procedures. (<https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsua.php>)

- Dr. Eischeid's Academic Integrity Policy:
- Because research and subsequent document submission for a grade comprises a segment of this course, there will be a zero tolerance policy for cheating and/or plagiarism.
- At any time, if a violation is discovered and confirmed, that assignment will be reduced in grade value to zero and will be computed into the final grade as such.
- Continued violations will result in a report to the Dean of Students accompanied by appropriate documentation.

- **Classroom demeanor or conduct:**

- Students are expected to be in class on time, to listen respectfully, and not to engage in disruptive behaviors in class.
- There will be NO electronic devices allowed in class for any reason. (Including iPods, Ear buds, headphones, laptop/notebook computers, etc. etc.) If a student is caught using any sort of device he/she will be asked to leave class immediately. All cell phones and other paging devices must be turned off before entering class. Any student who allows a cell phone to ring, and thereby to disrupt class, will have ten points taken from his/her next exam grade. Any student caught texting during class will have 10 points deducted from their next exam grade and be asked to leave the room. These devices are a distraction to a positive learning environment and may result in missed instruction or distraction to your colleagues. They have also been linked to misconduct during exams.

- **Communication:** All VSU-related correspondence will be conducted via VSU email addresses for both student and instructor. Grades will only be discussed within a password-protected environment such as BlazeVIEW, or in person.

JAN 10 2018

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

OFFICE OF THE REGISTRAR
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:
NA

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2018

Degree & Program Name:
(e.g., BFA, Art): M.S.,
Biology

Present Requirements: None

Proposed Requirements (Underline changes after printing this form: Students wishing to pursue a M.S. degree in Biology at VSU may take 9-12 semester hours of graduate level coursework (5000 level and above) that will count towards both the undergraduate and graduate degree. Acceptance into the Accelerated Track requires: (1) Written notification by a Biology faculty member to the Biology Graduate Program Coordinator of his/her willingness to serve as a student's thesis advisor; (2) Completion of 90 semester hours of undergraduate coursework, at least 18 hours of which is in Biology; and (3) An overall GPA in undergraduate coursework of at least 3.0. Successful completion of the Accelerated Track requires a grade of B or better in all graduate level coursework. Students successfully completing the program may then submit an application for admission to the graduate program through the VSU Graduate School. See the Graduate School website for admission requirements.

Justification:

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

- Improve student learning outcomes:
 Adopting current best practice(s) in field: Creating an accelerated track is consistent with similar programs at other institutions and will streamline recruitment and retention of students in the M.S. program.
 Meeting mandates of state/federal/outside accrediting agencies:
 Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head: <i>[Signature]</i>	Date: <i>1-8-18</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>1/8/18</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>1/8/18</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

JAN 10 2018

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Area of Change: Core Senior Graduate

Current Catalogue Page Number: NA

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name: Accelerated M.S. track in Biology

Present Requirements: None

Proposed Requirements: (highlight changes after printing) Students wishing to pursue a M.S. degree in Biology at VSU may take 9-12 semester hours of graduate level coursework (5000 level and above) that will count towards both the undergraduate and graduate degree. Acceptance into the Accelerated Track requires: (1) Written notification by a Biology faculty member to the Biology Graduate Program Coordinator of his/her willingness to serve as a student's thesis advisor; (2) Completion of 90 semester hours of undergraduate coursework, at least 18 hours of which is in Biology; and (3) An overall GPA in undergraduate coursework of at least 3.0. Successful completion of the Accelerated Track requires a grade of B or better in all graduate level coursework. Students successfully completing the program may then submit an application for admission to the graduate program through the VSU Graduate School. See the Graduate School website for admission requirements.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Creating an accelerated track is consistent with similar programs at other institutions and will streamline recruitment and retention of students in the M.S. program.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>[Signature]</i>	Date: <i>1-8-18</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>1/8/18</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>1/8/18</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FEB 05 2018

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 04/17/2017 (mm/dd/yyyy)

Department Initiating Revision:
KPSE

Faculty Member Requesting Revision:
Sonya L Sanderson

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PERS 2430 Nutrition

List Current and Requested Revisions:

Current:

Course Prefix and Number: PERS 2430
Credit Hours: 2
Course Title: Nutrition
Pre-requisites:
Course Description: An introduction to the interrelationships among nutrition, food, and the environment as they impact health status. The emphasis is on multiple factors that influence food intake and the sum total of nutritional processes resulting in optimal physiological functioning. The role and function of nutrients in health promotion and wellness throughout the life cycle will be discussed with a regional and global perspective

Requested:

Course Prefix and Number:
Credit Hours:
Course Title: Nourish to Flourish
Pre-requisites:
Course Description: An introduction to the interrelationships among nutrients, nutrition, food, fitness, diet, health, and the environment as they impact health regionally and globally.

Semester/Year to be Effective:
Fall/2018

Estimated Frequency of Course Offering:
Yearly

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: The course now contains PERS objectives and learning outcomes that meet the spirits of the PERS courses.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Meiri</i>	Date: <i>1-18-17</i>
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>1-18-18</i>
Dean/Director: <i>Lynn C. Meiri</i>	Date: <i>1-18-18</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 10, 2018

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

**PERS 2430
Nourish to Flourish
2 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.

OPTIONAL TEXTBOOKS

Brown, J. E. (2014). *Nutrition Now* (8th ed.). Cengage Learning. Boston, MA

COURSE DESCRIPTION

An introduction to the interrelationships among nutrients, nutrition, food, fitness, diet, health, and the environment as they impact health regionally and globally.

COURSE OBJECTIVES (CO):

At the conclusion of this course students will be able to

1. Discuss the essential nutrients necessary for a healthy life regionally and globally.
2. Discuss diseases associated with malnutrition linked to different ethnic backgrounds (culturally and socially).
3. Discuss American and globally dietary habits.
4. Discuss knowledgeably the guidelines and recommendations for a successful and safe weight loss diet (psychologically and socially).
5. Identify the merit of “fad” or “quick weight loss” diets (philosophically).
6. Discuss the principles of body composition, energy balance, and weight control through diet and exercise (culture vs. natural).
7. Analyze principals for choosing nutritionally and sound foods.
8. Analyze personal dietary behaviors using mathematical calculations and technology.
9. Discuss how culture affects food choices and various dietary practices regionally and globally.

10. Discuss the relationships between nutrition, physical fitness, and performance socially and psychologically.
11. Identify the role of vitamins, minerals, and water in maintaining good health.
12. Discuss the effects of dietary supplements, over the counter drugs, shots, etc.

PERS Objectives

- a. Be interdisciplinary, including at least 2 academic disciplines (not just multidisciplinary).
- b. Be regional and global in nature.
- c. Be different from a typical academic department offering (unconventional format).
- d. Not be a how-to or orientation course.
- e. Be collaborative
- f. Be able to be taught by other faculty other than the original developers.
- g. Develops critical thinking skills.
- h. Fulfill our mission statement and our student learning objectives.

INSTRUCTOR

Name:

Telephone

Email Address:

Office Hours:

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

1. **Bio-** Students will complete a typed biographic, no less than one page summary.
2. **Class Discussions/Writing Activities-** Students will complete no less than one paragraph in preparation for each class discussion on each Tuesday. Topics will be assigned weekly.
3. **Debates-** Students will prepare no less than a 2 page debate paper based on each given topic to be turned in after class debates. Students will either be assigned to a pro-group or a con-group.
4. **Group Work (presentations)-** Students will use various technology to research topics assigned by the instructor to present during class.
5. **Group Formal Presentation-** In diverse groups, students will give a formal presentation on how culture affects food choices and various dietary practices regionally and globally.
6. **Research Paper-** Students will compare dietary habits (regionally, nationally, and globally) from a list provided from the instructor. Candidates will write a 3-5 page research paper in APA following instructor's guidelines. Candidates will also create and deliver a PowerPoint presentation on their given subject to the class.
7. **Tests-** Students will be tested on information discussed in class from day one to midterm and again from mid-term to the end of the semester.

8. **Label "Price is right"**-Students (group work) will compete in groups to determine the correct amount of nutrients in foods (sugars, carbs, calories, vitamins, fiber, etc.).
9. **Nutrition Jeopardy**-Students (group work) will compete in a game of Nutrition Jeopardy.
10. **MyFitnessPal**---Students will complete and turn in a one week (Mon-Sun) nutrition log that contains all exercise, foods, and beverages.

Evaluation

Bio	50
Class Discussions/Writing Activities	120
Debates	200
Group Work (presentations)	100
Group Formal Presentation	100
Research Paper	100
Tests (mid-final)	200
MyFitnessPal	120
SOI	10
	<hr/>
	1000

COURSE EVALUATION/GRADING

- A = (90%-100)
- B = (80%-89.9%)
- C = (70%-79.9%)
- D = (60%-69.9%)
- F = (Below 59%)

ATTENDANCE POLICY

Class Preparation: The majority of outside class assignments will involve preparation for class discussion, presentations, and group work. Failure to read and be prepared for class participation will have an adverse effect on one's grade. You cannot participate if you are not in class. It is expected that if the university is open then you will be in class. **A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence.** After 6 absences, you will receive an F. University related absences are not subject to this policy.

Lateness: A student late by more than five (5) minutes will receive a one half absence. Continual tardiness of more than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and/or disturb the class.

Classroom Etiquette: Please show up early or on time for class. Turn off cell phones when entering classroom, do not just place them on vibrate! No text messaging will be allowed during class. I will ask you to leave the class should your phone ring or if choose to engage in texting. Be respectful of other students around you. **You may only have your phone out if instructed by the instructor.**

No Late Assignments: Assignments are expected on the due date during class time, and must be typed and stapled prior to class time. **Late material will receive a grade of zero (0).** Assignments with consistent spelling or grammar errors will be returned with a failing grade.

Communication: Make sure to ONLY use my lgriner@valdosta.edu email to communicate with me outside of class time from your valdosta. edu email. If you send an email from any other email source, I will not answer you.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

DIVERSITY

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:

N/A

Proposed Effective Date for

Curriculum Change:

(Month/Year): Fall, 2018

Degree & Program Name:

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

Health Psychology

Present Requirements: No minor currently exists.

Proposed Requirements (Underline changes after printing this form:

Minor in Health Psychology... 15 hours

REQUIRED (9 hours):

PSYC 3950 Health Psychology

PSYC 3350 Exercise Psychology

PSYC 3300 Intro. to Behavior Modification

CHOOSE 2 (6 hours):

PSYC 3400 Abnormal Psychology

PSYC 3680 Psychology of Motivation

PSYC 3700 Rehabilitation Psychology

PSYC 3950 Sport Psychology

PSYC 4450 Treatment of Addictions

PSYC 4500 Psychology of Eating

PSYC 4600 Psychology of Sex

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field: The Affordable Care Act (ACA) recognizes the importance of health psychology in creating wellness in our population, and physician groups will soon be responsible for making referrals to therapists and other helping professionals who understand this connection.

Meeting mandates of state/federal/outside accrediting agencies:

Other: Level of interest and support for the proposed minor was informally assessed by meeting with representatives of the Department of Psychology, Counseling, and Family Therapy; Department of Kinesiology and Physical Education; College of Nursing and Health Sciences; and Interdisciplinary Studies. Consensus indicates that health psychology minor coursework would be appealing and beneficial to students across disciplines.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Informal needs assessment across disciplines and departments (e.g., psychology, physical education, nursing, health sciences, interdisciplinary studies) indicates that health psychology minor coursework would be appealing and beneficial to students across disciplines and departments. The available resources and anticipated demands on the department have been considered. The proposed minor includes existing courses and one new course is requested.

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

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

Data Sources:

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

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

Approvals:

Department Head:

Kate Wu

Date:

1/22/18

College/Division Exec. Committee:

Lyn C. Minner

Date:

1/22/18

Dean(s)/Director(s):

Lyn C. Minner

Date:

1/22/18

Grad. Exec. Committee:

(for graduate course)

Date:

Graduate Dean:

(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

FEB 05 2018

REQUEST FOR A NEW COURSE

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 01/8/2018 (mm/dd/yyyy)

Department Initiating Request:
PCMFT

Faculty Member Requesting:
Blaine Browne & Josh Rodefer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 2100

Proposed New Course Title:
Intro to Brain and Behavior
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Brain & Behavior

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
1-3 depending on student response

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: PSYC 1101 with a grade of "C" or better. An introduction to the biological aspects of psychology. This course will provide the proper foundation for subsequent coursework related to behavioral and cognitive neuroscience.

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: It has been apparent that many students need an introductory course on basic neuroscience to help prepare them for the senior level psychology classes that have a neuroscience component in them (4000, 4025, 4050, 4100, 4150, etc).
- Adopting current best practice(s) in field: Many programs offer a sophomore or junior level introductory neuroscience course similar to this one.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This will be open to all majors. The only pre-requisite will be PSYC 1101

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: We would be interested in seeing if student performance in 4000, 4100, 4150, etc improves after having taking this course first. We expect that students will be able to master the material in the later classes if they first have a strong foundation in basic neuroscience.

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

Approvals:	
Dept. Head: <i>Kate Warner</i>	Date: <i>1/22/18</i>
College/Division Exec. Comm.: <i>Lyn C. Muni</i>	Date: <i>1/22/18</i>
Dean/Director: <i>Lyn C. Muni</i>	Date: <i>1/22/18</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**PSYC 2100
Introduction to Brain & Behavior
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name: TBA

Office Number: TBA

Telephone Number: TBA

Email Address: TBA

Office Hours: TBA

Website: TBA

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: PSYC 1101 with a grade of "C" or better. An introduction to the biological aspects of psychology. This course will provide the proper foundation for subsequent coursework related to behavioral and cognitive neuroscience.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Garrett, B. (2016). *Brain and Behavior* (4th ed.). Thousand Oaks, CA: Sage Publications.

ISBN: 978-XXXXXXXXXXXX

Garrett, B. (2016). *Study Guide for Brain and Behavior*.

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

1. Students will use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Students will examine how physical and psychological variables are measured and analyzed in research.
3. Students will be shown biological and physiological structures and how these structures relate to brain functioning.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

I. Four (4) Exams worth 100 points each. Regular exams are 50 questions all multiple choice. The test will cover mostly book material but will also include material from handouts, articles, and my notes and class discussion.

Students will need to purchase the 6-pack scantrons that are labeled: PSYCHOLOGY (#25110 (Compatible #882).

2. Four (4) Study Guide Workbook book assignments due at each test. You must have completed all the fill in the blanks and multiple choice questions to receive full credit. This will help immensely for preparing for the actual tests. (20pts each)
3. Ten (10) in class attendance worksheets and group assignments. I will provide an extra one that will replace any one you may have missed. There are no makeups for these. (2pts each)

COURSE EVALUATION

Grade Total Points

- A = 500 - 450 (90%)
- B = 449 - 400 (80%)
- C = 399 - 350 (70%)
- D = 349 - 300 (60%)
- F = 299 -0

ATTENDANCE POLICY

VSU policy requires class attendance and it will be very difficult to do well in this course without class attendance. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Title IX Statement

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

ACCESSIBILITY STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/29/2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling and Family Therapy

Faculty Member Requesting:
Katharine Adams

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 3350

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 2018

Estimated Frequency of Course Offering:
1-2 times per year - depending on response

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: PSYC 1101 with a C or better. 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:

Adopting current best practice(s) in field: The Affordable Care Act (ACA) recognizes the importance of creating wellness in our population and it is increasingly important for those working in helping professions to understand important connections between physical and mental health.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will be part of the health psychology minor curriculum that will meet the needs and interests of psychology majors. The course will enrich educational opportunities available through the department. The course also compliments other health science programs across the institution and provides opportunity for non-majors to be exposed to this area of the discipline.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Level of interest and need for the proposed course was informally assessed by meeting with representatives of the Department of Psychology, Counseling, and Family Therapy; Department of Kinesiology and Physical Education; College of Nursing and Health Sciences; and Interdisciplinary Studies.

Consensus indicates that the course would be appealing and beneficial to psychology majors and non-majors across disciplines.

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, enrollment of psychology majors and non-majors.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments linked to selected APA goals. Pre- and post- tests.
- Other:

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

Approvals:	
Dept. Head: <i>Kate Wen</i>	Date: <i>1/22/18</i>
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>1/22/18</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>1/22/18</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling and Family Therapy**

**PSYC 3350
Exercise Psychology
3 SEMESTER HOURS**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Prerequisite: PSYC 1101 with a C or better. This course will review the relation of physical activity and physical fitness to stress and mental health, and explanatory models of exercise patterns.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Buckworth, J., Dishman, R., O'Conner, P. & T. Tomporowski. (2013). *Exercise Psychology*, 2nd edition, Human Kinetics. ISBN-13: 9781450407090

COURSE OBJECTIVES

1. Student will describe contemporary exercise psychology within a historical context.
2. Students will describe how physical and psychological variables are measured and analyzed in research.
3. Students will describe the biological basis of behavior including the physiological structures and functions that link exercise and mental health.
4. Students will examine the effects of exercise on several mental health concerns including stress, affect/emotion, anxiety, and depression.
5. Students will examine the effects of exercise on quality of life issues including cognition, energy and fatigue, sleep, pain, and self-esteem.
6. Students will examine reasons why people do or do not participate in regular exercise in their leisure time.
7. Students will apply theories of behavior change and interventions to increase exercise adoption and adherence.
8. Students will describe perceived exertion and how it relates to identity with respect to exercise and subsequent behavior choices.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Exams: Four (4) exams worth 100 points each will be given for the course. The fourth of these exams will be administered during the regularly scheduled final exam period. Regular exams are 50 multiple choice questions. If you should miss an exam (due to a documented medical or family emergency), you will make up the exam during the final exam period.

Students will need to purchase the 6-pack scantrons that are labeled: PSYCHOLOGY (#25110 (Compatible #882).

2. Group Presentation: Each group of students will lead a multimedia presentation on the scheduled date. The multimedia presentation should thoroughly cover the assigned topic. However, given that each group only has 15 minutes, the presentation topic should be well defined and carefully planned. Each group will submit an outline of their presentation to the instructor no later than one week prior to their presentation date.

Each group should spend approximately half their allotted time presenting audio/visual material (e.g., video/movie/commercial clips, home video clips, pod-casts, YouTube, print media/graphics) and the other half of the time presenting informational content in a more traditional didactic style using Prezi or PowerPoint (with images and animation). This should not be just another boring class presentation!

Each group member will rate the contributions of the other group members. Ratings will be submitted to the instructor on the day of the presentation and the averaged rating applied to each group member's presentation grade.

3. Final Reflection and Application Paper: The final paper worth 100 points should be well written (typed), concisely detailed (8 double spaced pages of text, not including the title and reference page), and include the following:
 1. Provide a title page.
 2. Reflect on the information that you learned in the course and identify specific strengths and weaknesses associated with your current psychological and physical health. Consider the following within the context of this course: *"I'd like to be healthy and live a good life. What does this mean? Why*

is this important? What would I like to change? What ought I do each day or each week to maximize the likelihood that I will achieve this? What does the best science say about this? How will I achieve this?"

3. You should develop a realistic intervention plan to address your current weaknesses to promote better health through physical exercise. Consideration should be given to behavioral change theory and reasons why people do or do not participate in regular exercise in their leisure time. As part of the intervention, be sure to clearly address any foreseeable personal challenges you may encounter in following through with your plan and how you can work around them. Include specific strategies.

5. Include text citations throughout the paper for any information or ideas that are not your own.

6. Include a reference page with 5-10 credible references.

COURSE EVALUATION

4 Exams 4 x 100 = 400

Paper 100

Presentation 30

Total 530

Grade Total Points

A = (90%) 530 - 477

B = (80%) 476 - 424

C = (70%) 423 - 371

D = (60%) 370 - 318

F = ≤ 317

ATTENDANCE POLICY

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

ACCESSIBILITY STATEMENT

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

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

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STUDENT OPINION OF INSTRUCTION

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

Fall 2018	COURSE CONTENT
INTRODUCTION AND BASIC CONCEPTS	Chapter 1: Foundations of Exercise Psychology
	Chapter 2: Basic Concepts in Exercise Psychology
	Chapter 3: Behavioral Neuroscience
EXERCISE AND MENTAL HEALTH	Chapter 4: Stress
	Chapter 5: Affect, Mood, and Emotion
	Chapter 6: Anxiety
	Chapter 7: Depression
	Chapter 8: Exercise and Cognitive Function
	Chapter 9: Energy and Fatigue
	Chapter 10: Sleep
	Chapter 11: Exercise and Pain
	Chapter 12: Self-Esteem
THE PSYCHOLOGY OF PHYSICAL ACTIVITY BEHAVIOR	Chapter 13: Correlates of Exercise and Physical Activity
	Chapter 14: Theories of Behavior Change
	Chapter 15: Interventions to Change Physical Activity Behavior
	Chapter 16: Perceived Exertion

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/#text/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name:
Department Overview: M.Ed. Degree with a Major in Early Childhood Education
(proposed change to M.Ed. in Elementary Education)

Present Requirements:

The Department of Early Childhood and Special Education offers three master's degree options. The Master of Education (M.Ed.) degree program with a major in early childhood education is designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience.

The department offers a Master of Arts for Teachers (M.A.T.) degree in special education with initial certification in special education adapted curriculum or special education general curriculum. Offered fully online, it is designed for individuals who are seeking a master's degree and initial certification in special education. Candidates in the M.A.T. program in special education take courses online and must have a non-renewable certificate to teach or be able to spend approximately 20 hours per week in classrooms with children with disabilities. Individuals holding clear/renewable teaching certificates are not eligible for this program.

The department also offers the Education Specialist (Ed.S.) program in Special Education for practicing educators who wish to pursue leadership positions as well as those who wish to upgrade their professional skills. The program focuses on the information and skills required of professionals in becoming effective leaders and problem solvers within a variety of

Proposed Requirements: (highlight changes after printing)

The Department of Elementary Education offers the Master of Education (M.Ed.) degree program with a major in elementary education which is designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience. The program is offered fully online. The department also offers two online endorsements: Mathematics Endorsement for K-5 Teachers which is designed to strengthen and enhance K-5 educator competency levels for teaching elementary mathematics and Science Endorsement for K-5 Teachers which is designed to strengthen and enhance K-5 educator competency levels for teaching elementary science.

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settings.

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 Special Education programs are no longer housed in the department; other information needed to be added to the overview to reflect the current programs offered in the department.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Sources of information from administration.**
- 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.) **Number of applicants admitted who successfully complete the program.**

Approvals:		
Department Head:	<i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
College/Division Exec. Committee:	<i>Lynn C. Ni</i>	Date: <i>12-4-17</i>
Dean(s)/Director(s):	<i>Lynn C. Ni</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. Jala</i>	Date: <i>2-1-18</i>
Graduate Dean: (for grad program)	<i>J. T. Jala</i>	Date: <i>2-1-18</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/med-early-childhood-education/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name:
M.Ed. Degree with a Major in Early Childhood Education (proposed change to M.Ed. in Elementary Education)

Present Requirements:

Selected Educational Outcomes

1. Candidates have an in-depth knowledge of the content that they teach.
2. Candidates select and use a broad range of instructional strategies and technologies that promote student learning and they will clearly explain the choices they make in their practice.
3. Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Candidates analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Candidates will demonstrate the level of their content knowledge through evidence presented in an electronic portfolio.
2. Candidates will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode that will be included in their electronic portfolio.
3. Candidates will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Candidates will demonstrate their ability to positively impact P-5 learning through documentation presented in the electronic portfolio.

Proposed Requirements: (highlight changes after printing)

Selected Educational Outcomes
(1-4 No changes)

Selected Outcome Assessments

1. Candidates will demonstrate the level of their content knowledge through evidence presented in the college's assessment management system.
2. Candidates will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode that will be included in the college's assessment management system.
3. Candidates will document reflection and will identify areas of strengths and areas for improvement through completion of the COEHS Advanced Teacher Self-Assessment Instrument.
4. Candidates will demonstrate their ability to positively impact P-5 learning through documentation presented in the college's assessment management system.

(No changes to the section Prior to admission to any graduate program...)

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/MAT if required), 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 Deadlines

- Fall Deadline: July 15
- Spring Deadline: November 15
- Summer Deadline: April 15

Go to the Graduate School website and click on Our Programs, then click on ECE M.Ed. Program for information on:

- Specific ECE M.Ed. Program Admission Requirements
- ECE M.Ed. Program Retention, Dismissal, and Readmission Policies
- ECE M.Ed. Program Graduation Requirements

To Apply Online, click here.

Requirements for the M.Ed. Degree with a Major in Early Childhood Education

College of Education and Human Services Core Courses

EDUC 5999	
Professional Orientation 0	
PSYC 7010	
Learning and Assessment	3
RSCH 7100	
Research Methodology in Education	3
Early Childhood Education Core	24
ECED 7210	
Assessment in Early Childhood Education	3

Admission Deadlines
(No changes)

*Delete the section between Admission Deadlines and To Apply Online, click here.

Admission Requirements

1. Must hold a bachelor's degree from a regionally- accredited institution.
2. Minimum undergraduate or graduate GPA** of 2.75 on a 4.0 Scale (must have completed a minimum of 6 credit hours of graduate work in which a letter grade was awarded). GPA will be calculated on all attempted undergraduate or graduate coursework in which a letter grade was awarded.
3. Must hold one of the following Georgia certificates in Early Childhood Education: Certificate of Eligibility; Induction; Professional; Advanced Professional; or Lead Professional. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate in Early Childhood Education. VSU reserves the right to request additional documentation, if needed.

** Students whose cumulative undergraduate GPA falls between a 2.5 and a 2.74 must submit acceptable scores on either the GRE or the MAT:
Minimum GRE Requirements: Verbal score of 147
AND Quantitative score of 144
Minimum MAT Requirement: 375

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the candidate's advisor, Dean of the College of Education and Human Services, and approval from

ECED 7220
Early Childhood Inclusive Environments 3
ECED 7230
Teachers as Mentors, Coaches, and Leaders in
Early Childhood Education 3
ECED 7320
Curriculum and Instructional Strategies P-5 3
ECED 7330
Issues and Trends in Early Childhood Education 3
ECED 7340
Action Research in Early Childhood Education 3
ECED 7540
Integrating Creativity and Critical Thinking in
Early Childhood Education 3
ECED 7550
Differentiating Instruction in P-5 Classrooms 3
Electives 6

Suggested electives:
K-5 Science Endorsement (ECED 6110, ECED
6120, ECED 6130)

K-5 Mathematics Endorsement (ECED 6010,
ECED 6020, ECED 6030)

English to Speakers of Other Languages
Endorsement (ESOL 6010, ESOL 6020, ESOL
6030)

Gifted-in-Field Endorsement (PSYG 5610, PSYG
6600, PSYG 6620, PSYG 7600)

Reading Endorsement (READ 7010, READ 7100,
READ 7130)

Path to Tier 1 Educational Leadership Certification
(LEAD 7130, LEAD 7310, LEAD 7420, LEAD
8240)

ECED 6000
Special Topics in Early Childhood Education
Other electives approved by advisor
Total Hours Required for the Degree 36

the Dean of the Graduate School.

2. No more than 6 semester hours of academic work may be transferred from another institution. Transfer credit will be evaluated after admission, by the academic department.
3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF", "U") will be dismissed from the program. One grade below a "C" results in a warning.
4. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Graduation Requirements

1. Candidates must complete an application for graduation one semester prior to their expected graduation date.
2. A 3.0 cumulative institutional grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Candidates are required to successfully complete all requirements in the college's assessment management system.

To Apply Online, click here.
(No changes)

Requirements for the M.Ed. Degree with a Major in Elementary Education

College of Education and Human Services Core Courses

EDUC 5999

Professional Orientation 0

PSYC 7010

Learning and Assessment 3

RSCH 7100

Research Methodology in Education 3

Elementary Education Core 24

ELED 7210

Assessment in Elementary Education 3

ELED 7220

Elementary Inclusive Environments 3

ELED 7230

Teachers as Mentors, Coaches, and Leaders in

Elementary Education 3

ELED 7320

Curriculum and Instructional Strategies P-5 3

ELED 7330

Issues and Trends in Elementary Education 3

ELED 7340

Action Research in Elementary Education 3

ELED 7540

Integrating Creativity and Critical Thinking in

Elementary Education 3

ELED 7550

Differentiating Instruction in P-5 Classrooms 3

Electives 6

Suggested electives:

K-5 Science Endorsement (ELED 6110, ELED 6120, ELED 6130)

K-5 Mathematics Endorsement (ELED 6010, ELED 6020, ELED 6030)

English to Speakers of Other Languages Endorsement (ESOL 6010, ESOL 6020, ESOL 6030)

Gifted-in-Field Endorsement (PSYG 5610, PSYG 6600, PSYG 6620, PSYG 7600)

Reading Endorsement (READ 7010, READ 7100,

	<p>READ 7130)</p> <p>Path to Tier 1 Educational Leadership Certification (LEAD 7130, LEAD 7310, LEAD 7420, LEAD 8240)</p> <p><u>ELED 6000</u> Special Topics in <u>Elementary</u> Education Other electives approved by advisor Total Hours Required for the Degree 36</p>
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Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other An electronic portfolio is no longer a requirement for the program. Admission Requirements, Program Retention, Dismissal, and Readmission Policies, and Program Graduation Requirements are listed on the VSU Graduate School website but are not listed in the catalog.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Prospective student inquiries**
- 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.) **Number of applicants admitted who successfully complete the program.**

<u>Approvals:</u>	
Department Head: <i>Shirley P. Andrews</i>	Date: 12-4-17
College/Division Exec. Committee: <i>Lyn C. Mi</i>	Date: 12-4-17
Dean(s)/Director(s): <i>Lyn C. Mi</i>	Date: 12-4-17
Graduate Exec. Comm.: (for grad program) <i>J T JPLA</i>	Date: 2-1-18
Graduate Dean: (for grad program) <i>J T JPLA</i>	Date: 2-1-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
Online under Master of
Education with a Major in
Early Childhood Education

Proposed Effective Date for
Curriculum Change:
(Month/Year): Fall 2018

Degree & Program Name:
(e.g., BFA, Art): M.Ed. in
 Early Childhood Education
 (proposed change to
 M.Ed. in Elementary
 Education)

Present Requirements:

College of Education and Human Services Core
Courses 6
EDUC 5999 Professional Orientation 0
PSYC 7010 Learning and Assessment 3
RSCH 7100 Research Methodology in Education 3

Early Childhood Education Core 24
ECED 7210 Assessment in Early Childhood
Education 3
ECED 7220 Early Childhood Inclusive
Environments 3
ECED 7230 Teaches as Mentors, Coaches, and
Leaders in Early Childhood Education 3
ECED 7320 Curriculum and Instructional
Strategies P-5 3
ECED 7330 Issues and Trends in Early
Childhood Education 3
ECED 7340 Action Research in Early
Childhood Education 3
ECED 7540 Developing Creativity and Critical
Thinking in Early Childhood Education 3
ECED 7550 Differentiating Instruction in P-5
Classrooms 3

Electives 6
Suggested Electives:
ECED 6110, 6120, and 6130 (K-5 Science
Endorsement)
ECED 6010, 6020, and 6030 (K-5 Mathematics
Endorsement)
ESOL 6010, 6020, and 6030 (English to Speakers
of Other Languages Endorsement)
PSYG 5610, 6600, 6620, and 7600 (Gifted In-
Field Endorsement)
READ 7010, 7100, and 7130 (Reading

Proposed Requirements (Underline changes
after printing this form:

College of Education and Human Services Core
Courses 6
EDUC 5999 Professional Orientation 0
PSYC 7010 Learning and Assessment 3
RSCH 7100 Research Methodology in Education 3

Elementary Education Core 24
ELED 7210 Assessment in Elementary Education 3
ELED 7220 Elementary Inclusive Environments 3
ELED 7230 Teachers as Mentors, Coaches, and
Leaders in Elementary Education 3
ELED 7320 Curriculum and Instructional
Strategies P-5 3
ELED 7330 Issues and Trends in Elementary
Education 3
ELED 7340 Action Research in Elementary
Education 3
ELED 7540 Developing Creativity and Critical
Thinking in Elementary Education 3
ELED 7550 Differentiating Instruction in P-5
Classrooms 3

Electives 6
Suggested Electives:
ELED 6110, 6120, and 6130 (K-5 Science
Endorsement)
ELED 6010, 6020, and 6030 (K-5 Mathematics
Endorsement)
ESOL 6010, 6020, and 6030 (English to Speakers
of Other Languages Endorsement)
PSYG 5610, 6600, 6620, and 7600 (Gifted In-Field
Endorsement)
READ 7010, 7100, and 7130 (Reading

Endorsement) LEAD 7130, 7310, 7420, and 8240 (Path to Tier 1 Educational Leadership Certification) ECED 6000 (3-6 hours) Other electives as approved by advisor	Endorsement) LEAD 7130, 7310, 7420, and 8240 (Path to Tier 1 Educational Leadership Certification) ELED 6000 (3-6 hours) Other electives as approved by advisor
Total Hours Required for the Degree 36	Total Hours Required for the Degree 36

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: Wording has been changed to reflect the change in the name of the department, degree, and program.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards

Commission.	
Approvals:	
Department Head: <i>Shuley P. Andrew</i>	Date: <i>12-4-17</i>
College/Division Exec. Committee: <i>Lyn C. Ni</i>	Date: <i>12-4-17</i>
Dean(s)/Director(s): <i>Lyn C. Ni</i>	Date: <i>12-4-17</i>
Grad. Exec. Committee: (for graduate course) <i>J T. Jlt</i>	Date: <i>2-1-18</i>
Graduate Dean: (for graduate course) <i>J T. Jlt</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 6000 Special Topics in Early Childhood Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6000
Credit Hours: 3
Course Title: Special Topics in Early Childhood Education
Pre-requisites:
Course Description: A study of current issues and concepts in early childhood education. May be repeated under different topics for a total of 6 credit hours with approval of program coordinator.

Requested:

Course Prefix and Number: ELED 6000
Credit Hours:
Course Title: Special Topics in Elementary Education
Pre-requisites:
Course Description: A study of current issues and concepts in elementary education. May be repeated under different topics for a total of 6 credit hours with approval of program coordinator.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mini</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPLA</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. JPLA</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 7210 Assessment in Early Childhood Education

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECED 7210
Credit Hours: 3
Course Title: Assessment in Early Childhood Education
Pre-requisites:
Course Description: A study of the role of assessment in educational change. The course examine alternative evaluation strategies in early childhood education, ethics in assessment, and strategies for acquiring assessment data in the classroom. Interpretation and use of assessment data are emphasized.

Requested:
Course Prefix and Number: ELED 7210
Credit Hours:
Course Title: Assessment in Elementary Education
Pre-requisites:
Course Description: A study of the role of assessment in educational change. The course examines alternative evaluation strategies in elementary education, ethics in assessment, and strategies for acquiring assessment data in the classroom. Interpretation and use of assessment data are emphasized.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mini</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jella</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. Jella</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

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Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 7220 Early Childhood Inclusive Environments

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECED 7220
Credit Hours: 3
Course Title: Early Childhood Inclusive Environments
Pre-requisites:
Course Description: Principles for creating effective inclusive learning environments for all children in early childhood education, including children with disabilities. The areas studied include classroom design for visibility, distractibility, and accessibility, and the integration of technology and the use of assistive technology in supporting appropriate programs for young children.

Requested:
Course Prefix and Number: ELED 7220
Credit Hours:
Course Title: Elementary Inclusive Environments
Pre-requisites:
Course Description: Principles for creating effective inclusive learning environments for all children in elementary education, including children with disabilities. The areas studied include classroom design for visibility, distractibility, and accessibility, and the integration of technology and the use of assistive technology in supporting appropriate programs for young children.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPL</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. JPL</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 7230 Teachers as Mentors, Coaches, and Leaders in Early Childhood Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 7230

Credit Hours: 3

Course Title: Teachers as Mentors, Coaches, and Leaders in Early Childhood Education

Pre-requisites:

Course Description: An overview of the current research and leadership strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators.

Requested:

Course Prefix and Number: ELED 7230

Credit Hours:

Course Title: Teachers as Mentors, Coaches, and Leaders in Elementary Education

Pre-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPA</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. JPA</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 7320 Curriculum and Instructional Strategies P-5

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 7320
Credit Hours: 3
Course Title: Curriculum and Instructional Strategies P-5
Pre-requisites:
Course Description: Review of the content areas in early childhood curriculum. Emphasis is placed on implementation of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.

Requested:

Course Prefix and Number: ELED 7320
Credit Hours:
Course Title:
Pre-requisites:
Course Description: Review of the content areas in the elementary curriculum. Emphasis is placed on implementation of effective strategies that utilize a variety of resources and technologies to enhance teaching and learning within diverse environments.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPA</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. JPA</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 7330 Issues and Trends in Early Childhood Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 7330
Credit Hours: 3
Course Title: Issues and Trends in Early Childhood Education
Pre-requisites:
Course Description: Examination of research, trends, and problems in early childhood education with special reference to professional ethics, mentoring, and various delivery systems for early childhood education programs. Focus is on the impact of relevant federal, state, or local public education issues and trends.

Requested:

Course Prefix and Number: ELED 7330
Credit Hours:
Course Title: Issues and Trends in Elementary Education
Pre-requisites:
Course Description: Examination of research, trends, and problems in elementary education with special reference to professional ethics, mentoring, and various delivery systems for elementary education programs. Focus is on the impact of relevant federal, state, or local public education issues and trends.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Ph</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. Ph</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 7340 Action Research in Early Childhood Education

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECED 7340
Credit Hours: 3
Course Title: Action Research in Early Childhood Education
Pre-requisites:
Course Description: An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection, data collection and analysis, and conclusions

Requested:
Course Prefix and Number: ELED 7340
Credit Hours:
Course Title: Action Research in Elementary Education
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mi</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mi</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. P.</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. P.</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 7540 Integrating Creativity and Critical Thinking in Early Childhood Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 7540

Credit Hours: 3

Course Title: Integrating Creativity and
Critical Thinking in Early Childhood
Education

Pre-requisites:

Course Description: An examination of how
creativity and thinking skills can be integrated
across the curriculum.

Requested:

Course Prefix and Number: ELED 7540

Credit Hours:

Course Title: Integrating Creativity and
Critical Thinking in Elementary Education

Pre-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Ni</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Ni</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. J.</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. J.</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 7550 Differentiating Instruction in P-5 Classrooms

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 7550

Credit Hours: 3

Course Title: Differentiating Instruction in P-5 Classrooms

Pre-requisites:

Course Description: An examination of how creativity and thinking skills can be integrated across the curriculum.

Requested:

Course Prefix and Number: ELED 7550

Credit Hours:

Course Title:

Pre-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Ni</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shelley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Ni</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. J. J.</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. J. J.</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
Online under Mathematics
Endorsement for K-5 Teachers

Proposed Effective Date for
Curriculum Change:
(Month/Year): Fall 2018

Degree & Program Name:
(e.g., BFA, Art): Mathematics
Endorsement for K-5 Teachers

Present Requirements:

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

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

ECED 6030 Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers **3**

Total Hours Required for the Degree **9**

Proposed Requirements (Underline changes after printing this form):

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

ELED 6020 Advanced Applications of Measurement and Geometry for K-5 Teachers **3**

ELED 6030 Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers **3**

Total Hours Required for the Degree **9**

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: Wording has been changed to reflect the change in the name of the department and program.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards Commission.

Approvals:

Department Head: *Shirley P. Andrews* Date: *12-4-17*

College/Division Exec. Committee: *Lyn C. Mui* Date: *12-4-17*

Dean(s)/Director(s): *Lyn C. Mui* Date: *12-4-17*

Grad. Exec. Committee:
(for graduate course) *J. T. J. J. J.* Date: *2-1-18*

Graduate Dean:
(for graduate course) *J. T. J. J. J.* Date: *2-1-18*

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
Online under Science
Endorsement for K-5 Teachers

Proposed Effective Date for
Curriculum Change:
(Month/Year): Fall 2018

Degree & Program Name:
(e.g., BFA, Art): Science
Endorsement for K-5 Teachers

Present Requirements:

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

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

ECED 6130 Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers 3

Total Hours Required for the Degree 9

Proposed Requirements (Underline changes after printing this form:

- ELED 6110** Advanced Science Content and Pedagogy in Life Science for K-5 Teachers 3

ELED 6120 Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers 3

ELED 6130 Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers 3

Total Hours Required for the Degree 9

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: Wording has been changed to reflect the change in the name of the department and program.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards Commission.

Approvals:

Department Head: *Shirley P. Andrew* Date: *12-4-17*

College/Division Exec. Committee: *Lynn C. Min* Date: *12-4-17*

Dean(s)/Director(s): *Lynn C. Min* Date: *12-4-17*

Grad. Exec. Committee:
(for graduate course) *J. T. J. Ph* Date: *2-1-18*

Graduate Dean:
(for graduate course) *J. T. J. Ph* Date: *2-1-18*

Academic Committee: Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

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

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6010

Credit Hours: 3

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

Pre-requisites:

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

Requested:

Course Prefix and Number: ELED 6010

Credit Hours:

Course Title:

Pre-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mich</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mich</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. LA</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. LA</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

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Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 6020 Advanced Applications of Measurement and Geometry for K-5 Teachers

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6020
Credit Hours: 3
Course Title: Advanced Applications of Measurement and Geometry for K-5 Teachers
Pre-requisites:
Course Description: In-depth applications of mathematics content and pedagogy with emphasis on measurement and geometry. An authentic residency in a K-5 classroom in required.

Requested:

Course Prefix and Number: ELED 6020
Credit Hours:
Course Title:
Pre-requisites:
Course Description: In-depth applications of mathematics content and pedagogy with emphasis on measurement and geometry. An authentic residency in a K-5 classroom is required.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Ni</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lyn C. Ni</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Pt</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. Pt</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 6030 Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6030
Credit Hours: 3
Course Title: Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers
Pre-requisites:
Course Description: In-depth applications of mathematics content and pedagogy with emphasis of algebraic concepts, patterns, and data analysis and probability. An authentic residency in a K-5 classroom is required.

Requested:

Course Prefix and Number: ELED 6030
Credit Hours:
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Archew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jella</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. Jella</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 6110 Advanced Science Content and Pedagogy in Life Science for K-5 Teachers

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6110

Credit Hours: 3

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

Pre-requisites:

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

Requested:

Course Prefix and Number: ELED 6110

Credit Hours:

Course Title:

Pre-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

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

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6120

Credit Hours: 3

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

Pre-requisites:

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

Requested:

Course Prefix and Number: ELED 6120

Credit Hours:

Course Title:

Pre-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shelley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed): <i>J. J. Platt</i>	Date: <i>2-1-18</i>
Graduate Dean (if needed): <i>J. J. Platt</i>	Date: <i>2-1-18</i>
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

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

ECED 6130 Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 6130
Credit Hours: 3
Course Title: Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers
Pre-requisites:
Course Description: Integration of pedagogical strategies with science content with emphasis on the major concepts and principles of physical science. An authentic residency in a K-5 classroom is required.

Requested:

Course Prefix and Number: ELED 6130
Credit Hours:
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall, Spring, and Summer Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Leon C. Min</i>	Date: 12-4-17
Dept. Head: <i>Shirley P. Andrew</i>	Date: 12-4-17
Dean/Director: <i>Leon C. Min</i>	Date: 12-4-17
Graduate Exec. Comm.(if needed): <i>J T. Jaha</i>	Date: 2-1-18
Graduate Dean (if needed): <i>J T. Jaha</i>	Date: 2-1-18
Academic Committee:	Date:

Form last updated: December 4, 2017

Name Change Form

(must be done through Academic Affairs)

Institution Information

Contact: Dr. Robert Smith

Date: November 1, 2017

College: Dewar College of Education and Human Services

Department: Psychology, Counseling, and Family Therapy

Program Information

Existing Degree Name: Master of Education with a Major in School Counseling

CIP Code: 13.110101

Revised Degree Name: Master of Education with a Major in Counselor Education

Rationale for Name Change: The name Counselor Education is the one currently adopted for both School Counseling and Clinical Mental Health Counseling in the majority of counseling programs in the University System of Georgia. Counselor Education better captures the broad scope of counseling content and practice in the degree.

SUBSTANTIVE CHANGE/PROGRAM MODIFICATION
Curricular Change to an Existing Program

Institution: Valdosta State University

Institutional Contact (President or Vice President for Academic Affairs): Dr. Robert Smith

Date: November 1, 2017

School/Division: Dewar College of Education and Human Services

Department: Psychology, Counseling, and Family Therapy

Degree Name: Masters of Education

Major: School Counseling

CIP Code: 13.110101

Anticipated Start Date for Curricular Changes: Fall 2018

Rationale for Curriculum Modification: The national accreditation body CACREP (Council for the Accreditation of Counseling and Related Educational Programs) requires that school counseling programs move from the former 48 hours to 60 hours by 2020. Most of the counseling programs in the USG have already made this change. In keeping with the model for counseling programs in the USG, we are changing the prefix on our courses, the name of the program (from School Counseling to Counselor Education), and adding the additional required courses at 54 hours with 6 hours of electives to meet the 60-hour requirement.

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Curriculum Comparison:

<u>Current Program of Study</u>	<u>Proposed Program of Study</u>
Required Courses 48 hours	Required Courses <u>54 hours</u>
Core Courses 9 hours	
SCHC 7800 Orientation to Counseling as a Profession 3	<u>COUN</u> 7800 Orientation to Counseling as a Profession 3
RSCH 7100 Research Methodology 3	RSCH 7100 Research Methodology 3
PSYC 7020 Principles of Learning and Classroom Management 3	PSYC 7020 Principles of Learning and Classroom Management 3
Concentration 39 hours	
PSYC 7030 Measurement and Evaluation 3	PSYC 7030 Measurement and Evaluation 3
PSYC 8250 Developmental Psychology 3	PSYC 8250 Developmental Psychology 3
SCHC 7010 Comprehensive School Counseling 3	<u>COUN</u> 7010 Comprehensive School Counseling 3
SCHC 7400 Counseling Theory 3	<u>COUN</u> 7400 Counseling Theory 3
SCHC 7420 Counseling Children and Adolescents 3	<u>COUN</u> 7420 Counseling Children and Adolescents 3
SCHC 7450 Group Counseling 3	<u>COUN</u> 7450 Group Counseling 3
SCHC 7470 Counseling Culturally Diverse Populations 3	<u>COUN</u> 7470 Counseling Culturally Diverse Populations 3
SCHC 7820 Career Counseling 3	<u>COUN</u> 7820 Career Counseling 3
SCHC 7830 Consultation and Advocacy 3	<u>COUN</u> 7830 Consultation and Advocacy 3
SCHC 7900 Counseling Skills and Techniques 3	<u>COUN</u> 7900 Counseling Skills and Techniques 3
SCHC 7891 Practicum 3	<u>COUN</u> 7891 Practicum 3
SCHC 7991 Internship I 3	<u>COUN</u> 7991 Internship I 3
SCHC 7992 Internship II 3	<u>COUN</u> 7992 Internship II 3
	COUN 7430 Ethics and Professional Practice 3
	<u>COUN</u> 7930 College and Career Development 3
	<u>Electives</u> <u>choose 6 hours</u>
	<u>PSYC</u> 7200 Psychopathology and Diagnosis 3
	<u>COUN</u> 7850 Clinical Mental Health Counseling 3
	<u>COUN</u> 7020 Expressive Arts in Counseling 3

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	<u>COUN 7950 Assessment in Counseling</u> 3 <u>COUN 7890 Issues in Mental Health Counseling</u> 3 <u>Competency Requirement</u> <u>SPEC 3000 Special Education</u> 3

Note: The completed form is to be submitted using the sharepoint tool and website under the auspices of the Vice President for Academic Affairs (submission url: https://sharepoint.bor.usg.edu/team_sites/academicaffairs/SitePages/Home.aspx)

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

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

Proposed Effective Date

for Curriculum Change:
 (Month/Year): Fall 2018

Degree & Program

Name: (e.g., BFA,
 Art): Masters in
 Education

Present Requirements:

Required Courses

Core Courses 9
SCHC 7800 Orientation to Counseling as a Profession 3
RSCH 7100 Research Methodology in Education 3
PSYC 7020 Principles of Learning and Classroom Management 3

Concentration 39
PSYC 7030 Measurement and Evaluation 3
SCHC 7400 Counseling Theory and Practice 1 3
SCHC 7420 Counseling Children and Adolescents 3
SCHC 7450 Group Counseling 3
SCHC 7820 Career Counseling 3
SCHC 7900 Counseling Skills and Techniques 3
PSYC 8250 Developmental Psychology 3
SCHC 7470 Counseling Culturally Diverse Populations 3
SCHC 7820 Career Counseling 3
SCHC 7830 Consultation and Advocacy 3
SCHC 7891 Practicum 3
SCHC 7991 Internship I 3
SCHC 7992 Internship II 3
Total Hours Required for the Degree 48

Proposed Requirements (Underline changes after printing this form:

Required Courses
54 hours.
COUN 7800 Orientation to Counseling as a Profession 3
 RSCH 7100 Research Methodology 3
 PSYC 7020 Principles of Learning and Classroom Management 3
 PSYC 7030 Measurement and Evaluation 3
 PSYC 8250 Developmental Psychology 3
COUN 7010 Comprehensive School Counseling 3
COUN 7400 Counseling Theory 3
COUN 7420 Counseling Children and Adolescents 3
COUN 7450 Group Counseling 3
COUN 7470 Counseling Culturally Diverse Populations 3

	<p>3</p> <p><u>COUN 7830 Consultation and Advocacy</u> 3</p> <p><u>COUN 7900 Counseling Skills and Techniques</u> 3</p> <p><u>COUN 7891 Practicum</u> 3</p> <p><u>COUN 7430 Ethics and Professional Practice</u> 3</p> <p><u>COUN 7930 College and Career Development</u> 3</p> <p><u>COUN 7991 Internship I</u> 3</p> <p><u>COUN 7992 Internship II</u> 3</p> <p><u>Electives - choose 6 hours:</u></p> <p><u>PSYC 7200 Psychopathology and Diagnosis</u> 3</p> <p><u>COUN 7850 Clinical Mental Health Counseling</u> 3</p> <p><u>COUN 7020 Expressive Arts in Counseling</u> 3</p> <p><u>COUN 7950 Assessment in Counseling</u> 3</p> <p><u>COUN 7890 Issues in Mental Health Counseling</u> 3</p> <p><u>Competency Requirement</u></p> <p><u>SPEC 3000 Special Education</u> 3</p>
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Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: Our accrediting body CACREP requires that programs move to 60 hours. These changes and additions are in keeping with the changes and additions made in counseling programs in peer institutions in the USG.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students, practitioners, and the scholarship on counseling tell us that the courses added to reach 60 hours are the content areas that are needed.
- 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.) Comprehensive exams, state certification exams.

Approvals:

Department Head: <i>Kate Weir</i>	Date: 11/27/17
College/Division Exec. Committee: <i>Lynn C. Mini</i>	Date: 11/30/17
Dean(s)/Director(s): <i>Lynn C. Mini</i>	Date: 11/30/17
Grad. Exec. Committee: (for graduate course) <i>J. T. JPLH</i>	Date: 2-1-18
Graduate Dean: (for graduate course) <i>J. T. JPLH</i>	Date: 2-1-18
Academic Committee:	

Date:

Form last updated: January 6, 2010

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Request for a Revised Course
Valdosta State University

Date of Submission: 11/1/2017 (mm/dd/yyyy)

Department Initiating Revision:
Psychology, Counseling, and Family therapy

Faculty Member Requesting Revision:
Lee Grimes

Current Course Prefix, Title, & Number:

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

Listed below are the courses in the Master of Education with a Major in School Counseling (changing to Master of Education with a Major in Counselor Education) that are changing ONLY in terms of their prefix. Nothing more with the courses is changing and so has not been listed.

List Current and Requested Revisions:

Current:

Course Prefix and Number: SCHC 7800

Credit Hours: 3

Course Title: Orientation to Counseling

Pre-requisites:

Course Description:

Course Prefix and Number: SCHC 7010

Credit Hours: 3

Course Title: Comprehensive School Counseling

Pre-requisite

Course Description:

Course Prefix and Number: SCHC 7400

Credit Hours

Course Title: Counseling Theory

Pre-requisite

Course Description:

Course Prefix and Number: SCHC 7420

Credit Hours

Course Title: Counseling Children and Adolescents

Pre-requisite

Course Description:

Requested:

Course Prefix and Number: COUN 7800

Credit Hours: 3

Course Title: Orientation to Counseling

Pre-requisites:

Course Description:

Course Prefix and Number: COUN 7010

Credit Hours: 3

Course Title: Comprehensive School Counseling

Pre-requisite

Course Description:

Course Prefix and Number: COUN 7400

Credit Hours

Course Title: Counseling Theory

Pre-requisite

Course Description:

Course Prefix and Number: COUN 7420

Credit Hours

Course Title: Counseling Children and Adolescents

Pre-requisite

Course Description:

Course Prefix and Number: SCHC 7450
Credit Hours
Course Title: Group Counseling
Pre-requisite
Course Description:

Course Prefix and Number: SCHC 7470
Credit Hours
Course Title: Counseling Culturally Diverse
Populations
Pre-requisite
Course Description:

Course Prefix and Number: SCHC 7820
Credit Hours
Course Title: Career Counseling
Pre-requisite
Course Description:

Course Prefix and Number: SCHC 7830
Credit Hours
Course Title: Consultation and Advocacy
Pre-requisite
Course Description:

Course Prefix and Number: SCHC 7900
Credit Hours
Course Title: Counseling Skills and
Techniques
Pre-requisite
Course Description:

Course Prefix and Number: SCHC 7981
Credit Hours
Course Title: Practicum

Course Prefix and Number: COUN 7450
Credit Hours
Course Title: Group Counseling
Pre-requisite
Course Description:

Course Prefix and Number: COUN 7470
Credit Hours
Course Title: Counseling Culturally Diverse
Populations
Pre-requisite
Course Description:

Course Prefix and Number: COUN 7820
Credit Hours
Course Title: Career Counseling
Pre-requisite
Course Description:

Course Prefix and Number: COUN 7830
Credit Hours
Course Title: Consultation and Advocacy
Pre-requisite
Course Description:

Course Prefix and Number: COUN 7900
Credit Hours
Course Title: Counseling Skills and
Techniques
Pre-requisite
Course Description:

Course Prefix and Number: COUN 7981
Credit Hours
Course Title: Practicum
Pre-requisite

<p>Pre-requisite Course Description:</p> <p>Course Prefix and Number: SCHC 7991 Credit Hours Course Title: Internship I Pre-requisite Course Description:</p> <p>Course Prefix and Number: SCHC 7992 Credit Hours Course Title: Internship II Pre-requisite Course Description:</p>	<p>Course Description:</p> <p>Course Prefix and Number: <u>COUN 7991</u> Credit Hours Course Title: Internship I Pre-requisite Course Description:</p> <p>Course Prefix and Number: <u>COUN 7992</u> Credit Hours Course Title: Internship II Pre-requisite Course Description:</p>
<p>Semester/Year to be Effective: Fall 2018</p>	<p>Estimated Frequency of Course Offering: Once per year</p>
<p>Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective</p>	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: School Counseling programs at peer institutions have adopted the more current practice name of Counselor Education with the corresponding prefix of COUN.</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input type="checkbox"/> Other:</p>	
<p>Plans for assessing the effectiveness of the course: Increased interest in and application to the program.</p>	

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: 11/30/17
Dept. Head: <i>Kate W</i>	Date: 11/21/17
Dean/Director: <i>Lynn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.(if needed): <i>J. T. JPK</i>	Date: 2-1-18
Graduate Dean (if needed): <i>J. T. JPK</i>	Date: 2-1-18
Academic Committee:	Date:

Form last updated: November 2, 2017

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: online at <http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/med-school-counseling/>

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

Degree and Program Name: MEd School Counseling (name is changing to Counselor Education)

Present Requirements: Admission and Program Information
The School Counseling Program requires a minimum of 48 hours of course work

Proposed Requirements: (highlight changes after printing) Beginning with students who start the program in Fall 2018, the Counselor Education program requires a minimum of 60 hours.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies The national accrediting body CACREP requires counseling programs to increase to 60 hours.
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Students, employers, and the GA Professional Standards commission requires our program to be accredited. In order to be, we must move to 60 hours.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Comprehensive exams, state certification exams, and reaccreditation by CACREP for meeting expected standards.**

<u>Approvals:</u>	
Department Head: <i>Kate W</i>	Date: 11/21/17
College/Division Exec. Committee: <i>Lyn C. Min</i>	Date: 11/30/17
Dean(s)/Director(s): <i>Lyn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.: (for grad program) <i>J. J. Ph</i>	Date: 2-1-18
Graduate Dean: (for grad program) <i>J. J. Ph</i>	Date: 2-1-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: current online catalog at
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/med-school-counseling/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name: MEd School Counseling

Present Requirements:

Required Courses 48 hours
 Core Courses 9 hours
 SCHC 7800 Orientation to Counseling as a Profession 3
 RSCH 7100 Research Methodology 3
 PSYC 7020 Principles of Learning and Classroom Management 3
 Concentration 39 hours
 PSYC 7030 Measurement and Evaluation 3
 PSYC 8250 Developmental Psychology 3
 SCHC 7010 Comprehensive School Counseling 3
 SCHC 7400 Counseling Theory 3
 SCHC 7420 Counseling Children and Adolescents 3
 SCHC 7450 Group Counseling 3
 SCHC 7470 Counseling Culturally Diverse Populations 3
 SCHC 7820 Career Counseling 3
 SCHC 7830 Consultation and Advocacy 3
 SCHC 7900 Counseling Skills and Techniques 3
 SCHC 7891 Practicum 3
 SCHC 7991 Internship I 3
 SCHC 7992 Internship II 3

Proposed Requirements: (highlight changes after printing)

Required Courses 54 hours
COUN 7800 Orientation to Counseling as a Profession 3
 RSCH 7100 Research Methodology 3
 PSYC 7020 Principles of Learning and Classroom Management 3
 PSYC 7030 Measurement and Evaluation 3
 PSYC 8250 Developmental Psychology 3
COUN 7010 Comprehensive School Counseling 3
COUN 7400 Counseling Theory 3
COUN 7420 Counseling Children and Adolescents 3
COUN 7450 Group Counseling 3
COUN 7470 Counseling Culturally Diverse Populations 3
COUN 7820 Career Counseling 3
COUN 7830 Consultation and Advocacy 3
COUN 7900 Counseling Skills and Techniques 3
COUN 7430 Ethics and Professional Practice 3
COUN 7930 College and Career Development 3
COUN 7891 Practicum 3
COUN 7991 Internship I 3
COUN 7992 Internship II 3

Electives choose 6 hours

PSYC 7200 Psychopathology and Diagnosis 3
COUN 7850 Clinical Mental Health Counseling 3
COUN 7020 Expressive Arts 3
COUN 7950 Assessment in Counseling 3

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	COUN 7890 Issues in Mental Health Counseling <u>3</u> Competency Requirement <hr/> SPEC 3000 Special Education 3 <hr/>
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Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies The national accreditation body CACREP requires the move from 48 hours to 60 hours by 2020.
- Other

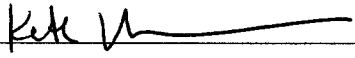
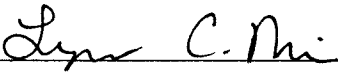
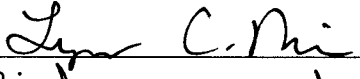
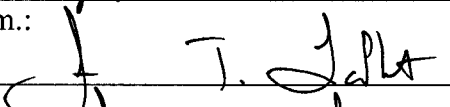
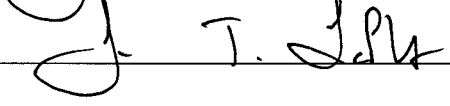
Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student requests for additional content areas and examples from peer institutions, also CACREP accredited.**
- 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. **Student and alumni surveys.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **CPCE (comprehensive exam), state certification exam GACE**

Approvals:		
Department Head:		Date: 11/27/17
College/Division Exec. Committee:		Date: 11/30/17
Dean(s)/Director(s):		Date: 11/30/17
Graduate Exec. Comm.: (for grad program)		Date: 2-1-18
Graduate Dean: (for grad program)		Date: 2-1-18
Academic Committee:		Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: online at <http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-school-counseling.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) catalog for students who begin studies in summer 2019

Degree and Program Name: MEd School Counseling (changing to MEd Counselor Education)

Present Requirements:

Fall Semester: July 15

Spring Semester November 15

Summer Semester: April 15

Proposed Requirements: (highlight changes after printing)

Fall Semester: July 15

Summer Semester: April 15

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

Improving Student Learning Outcomes Students who begin in the spring often fall out of sync with the other new students who start in the summer or fall. Additionally, the courses offered in the spring when they start are better completed after they have the foundational classes offered in the summer and fall.

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. **Anecdotal feedback from students.**

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

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 predict that SOI's will show that students are better prepared for the spring courses when they have first completed the summer and/or fall courses.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Grades in spring courses.**

<u>Approvals:</u>		
Department Head:	<i>Kak W</i>	Date: 11/27/17
College/Division Exec. Committee:	<i>Lyn C. Min</i>	Date: 11/30/17
Dean(s)/Director(s):	<i>Lyn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.: (for grad program)	<i>J. J. [Signature]</i>	Date: 2-1-18
Graduate Dean: (for grad program)	<i>J. J. [Signature]</i>	Date: 2-1-18
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11-1-2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling, and Family Therapy

Faculty Member Requesting:
Grimes

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
COUN 7930

Proposed New Course Title:
College and Career Development
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
College and Career Development

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examines the college and career development and planning process including college admissions with a focus on current career counseling interventions at the P-12 and college levels. This course explores current issues facing counselors in the college and career advising process as well as career counseling for special student populations.

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: College and career counseling are at the forefront of school counseling nationally, and new graduates need knowledge of the most up-to-date practices to support student college and career growth
- 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. Alumni surveys indicate that grads express interest in greater emphasis on college and career for school counselors.

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- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student scores on the career section of their comprehensive exams tend to be lower in the area of careers.

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. Employer and alumni surveys can tell us if grads believe they are better prepared.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: Comprehensive exam scores will show if students are better prepared in the area of careers.

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

Approvals:		
Dept. Head: <i>Kate Wynn</i>		Date: <i>11/27/17</i>
College/Division Exec. Comm.: <i>Lynn C. Mui</i>		Date: <i>11/30/17</i>
Dean/Director: <i>Lynn C. Mui</i>		Date: <i>11/30/17</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. JMA</i>		Date: <i>2-1-18</i>
Graduate Dean: (for graduate course): <i>J. T. JMA</i>		Date: <i>2-1-18</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy

COUN 7930 College and Career Development
College and Career Development
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/Learning Outcomes
(All teacher preparation programs are required to use the InTasc Model Core Teacher Standards.) CACREP standards are used as learning outcomes.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Examines the college and career development and planning process including college admissions with a focus on current career counseling interventions at the P-12 and college levels. This course explores current issues facing counselors in the college and career advising process as well as career counseling for special student populations.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Curry, J. & Milsom, A. (2014). *Career counseling in p-12 schools*. New York: Springer Publishing.

Savits-Romer, M. & Boufford, S.M. (2013). *Ready, willing, and able: A developmental approach to college access and success*. Cambridge, MA: Harvard Education Press.

National Association of College Admission Counselors (NACAC). (2015). *Fundamentals of College Admission Counseling* (4th ed.).

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition, Alexandria, VA: Author.

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION Proficiency Standards

O-FL_{1.1} Observes highly skilled professionals (e.g., teachers, other school professionals, and/or leaders) appropriate for the candidate's area of certification/preparation. This standard is assessed with student learning outcome **CACREP Specialty Standard 1b**. "models of school counseling programs." This standard is assessed with the Teacher In-Service Workshop Paper and Brochure.

O-FL_{3.2} "...engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice" (InTASC, 2013, p. 42, progression 3). This standard is assessed with student learning outcome **CACREP Core Standard 1d**. "the role and process of the professional counselor advocating on behalf of the profession." This standard is assessed with the Today's School Counselor Presentation.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES

Students will understand:

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES

Students will demonstrate an understanding of:

CACREP Core Standards:

- 4a. theories and models of career development, counseling, and decision making
- 4b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 4c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- 4d. approaches for assessing the conditions of the work environment on clients' life experiences
- 4e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 4f. strategies for career development program planning, organization, implementation, administration, and evaluation
- 4g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 4h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- 4i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 4j. ethical and culturally relevant strategies for addressing career development

CACREP Specialty Standards:

- 1c. models of P-12 comprehensive career development
- 2c. school counselor roles in relation to college and career readiness
- 3e. use of developmentally appropriate career counseling interventions and assessments
- 3g. strategies to facilitate school and postsecondary transitions

3j. interventions to promote college and career readiness

CONTENT AREAS

1. College admissions choice theory
2. Factors involved in the college admissions process
3. Admissions requirements for a variety of post-secondary institutions
4. Resources available for the college admissions process
5. College admissions testing
6. Legal and ethical issues in college counseling
7. Financial aid
8. The use of data in the college and career counseling process
9. Professional issues and organizations
10. Working with families and schools in college and career counseling
11. Meeting the needs of special populations of students in college and career counseling, including multicultural considerations

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Video
4. Group Exercises
5. Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Readings
2. Case studies
3. Presentations
4. Writing assignments
5. Blackboard Collaborate Discussions

Assignments:

1. Letter of recommendation (10 points)

You will create an original letter of recommendation for a student. A sample transcript and general information about a high school student will be provided to assist in this process.

2. College Fair Visit Report (20 points)

You are to attend a local college fair and speak to students, parents and college representatives. You will write a brief report detailing the layout, process and format of the program. Additionally, you are to give your impressions of your experience, both good and bad, and suggestions for improvement.

3. Final Project Outline (15 points)

Students must submit a detailed description of their final project. Final projects that have not been approved will not be accepted.

4. Classroom Guidance Lesson Plan (25 points)

You will prepare a classroom guidance lesson plan for a topic related to college admission counseling that can be delivered in a standard 45-50 minute class of middle or high school students. It must be presented in a school setting, and data from the presentation must be included.

5. Case studies (25 points each)

Case study one: Under supervision, you will work with a college-bound high school student (preferably a junior). You will assess the student's interests and needs, provide appropriate recommendations to research and a timeline in which this will be accomplished. This information shall be typed and suitable to give to the student.

Case study two: Students will read, write about, and discuss sample cases focusing on students from special populations including those underserved due to historic marginalization, students with disabilities, first-generation college students, students from specialized settings such as the rural setting.

6. CCR Autobiography (10 points)

To demonstrate your knowledge of career development theories and decision-making models, write an autobiography in which you describe your college and career development and support your development with career theory (or theories). Specifically describe your college readiness process from k-12 that brings you to your current career, your choice of career, and the issues, challenge, and resources you had that helped or hindered your journey. To demonstrate how theory supports career development, you want to weave a theory of theories to your development. For example, you may find that Super's Life Span theory relates to your development, or that Holland does, or possibly a combination of the theories we will study. Your paper should be 5 to 7 pages (not counting the title and reference pages), should describe your college and career development, decision-making models, resources, and how career development theories apply to your career portrait.

7. Final project (50 points)

This original project must be something that can be utilized in a school-based college and career counseling setting. The project does not have to be implemented by the due date, but must be presented in a format that shows that the preparation is complete and is ready to use. The final product must show understanding of the key concepts that are presented in the course.

If you choose to organize a program, then you must have all of the components completed. For example, if you wanted to organize a college fair, you must have all of the necessary letters, forms and details completed as part the information submitted for a grade.

Examples of projects include:

Power Point presentation for parents about financial aid including supporting handouts

College counseling resource guide
Internet based college search resource guide
College planning guide for parents including FAFSA
Organizing a multi-day college tour
Preparing a series of newsletters for seniors and parents

8. Final Project Presentation (20 points)

On the final day of the class, each student must present a brief overview of their project to the class. The presentation should provide the basic components of the project and the intended outcomes.

Details for each assignment will be given in class and posted on Blazeview.

COURSE EVALUATION

A = 180-200 points

B = 160-179

C = 140-159

D = 120-139

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. A student who missed more than 3 classes will have one letter grade deducted from his or her final grade. I expect that you will attend and arrive on time for every class. Any missed class must be discussed with me personally.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will turn papers in on time, communicate in a timely manner, participate in online classes, and be respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner using appropriate netiquette. Professionalism also includes providing thought-provoking questions and unique responses to the discussion posts.

Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Title IX Statement

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

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

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

**VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FIELD EXPERIENCE EVALUATION SURVEY**

SCHOOL COUNSELING PROGRAM FIELD PLACEMENT EVALUATION FORM

Student Name _____ Student ID Number _____

Student Email Address _____

Semester: Fall Spring Summer Year _____

Number of Field Placement Hours to Complete _____

Placement Site _____

Placement Site Telephone Number _____ Email Address _____

Site Supervisor _____

DIRECTIONS: PLEASE USE THIS FORM AS A GUIDE TO ASSIST YOU IN THE EVALUATION OF FIELD PLACEMENT STUDENT,

ASSESSMENT KEY

1	=	LOW
2	=	LOW AVERAGE
3	=	MID AVERAGE
4	=	HIGH AVERAGE
5	=	HIGH
NO	=	NOT OBSERVED
NE	=	NOT ABLE TO EVALUATE

LEAVE BLANK IF A SECTION DOES NOT APPLY

COMMUNICATION

1. _____ Student uses appropriate language with students (i.e. talks at the student's level, does not use inappropriate slang, etc.).
2. _____ Student uses appropriate language and behavior with parents and other professionals.
3. _____ Student maintains appropriate and accurate written student records.

PROFESSIONALISM

1. _____ Student dresses appropriately for the activity and setting.
2. _____ Student accepts guidance and direction from the site supervisor and other professionals
3. _____ Student is punctual and notifies supervisor when he or she is going to be late or must change his or her schedule.
4. _____ Student completes assigned tasks, even if it means staying a few extra minutes over time.
5. _____ Student demonstrates an understanding and awareness of the implications of social, cultural, diversity, and equity issues relevant to school counseling.

SCHOOL COUNSELOR ATTRIBUTES

1. _____ Student demonstrates an understanding and awareness of the role and function of the school counselor.
2. _____ Student demonstrates an understanding and awareness of the school counselor's relationship with other professionals
3. _____ Student demonstrates an understanding and awareness of community, environmental, and institutional barriers that impede student academic success and overall development
4. _____ Student demonstrates an understanding and awareness of the mission and vision of the school counseling program
5. _____ Student shows enthusiasm when interacting with students.
6. _____ Student demonstrates initiative toward direct interaction with students.
7. _____ Student applies the ethical standards of appropriate professional bodies (ACA, ASCA).
8. _____ Student demonstrates an understanding of legal issues relevant to school counseling.

QUALITATIVE EVALUATION

Total number of hours completed _____

Site Supervisor

Date

Student Signature

Date

Instructor Signature

Date

ADDITIONAL INFORMATION

Students must complete the no credit course EDUC 5999. Details will be discussed in class.

Outside of class, I will communicate with you primarily through your email. It is imperative that you check your email frequently as I may send additional readings, changes to the class schedule, etc. through your email.

Office Telephone Number: 229-245-6541

Cell Number: 404-680-3987

My cell is the best place to get me if you have a **true emergency**. General questions need to go through email though.

Email Address: The best way to reach me is through email. legrimes@valdosta.edu

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on the following Monday, you may not hear back from me until that Monday, the day the assignment is due. Please plan accordingly.

Additional information regarding submission of assignments: All assignments must be placed in the Blazeview dropbox on the due date.

I expect that assignments will be turned in on time. Any circumstance leading to a late submission must be discussed with me personally before the due date – not after as no assignment will be accepted late if it is not discussed with me before it is due. Only serious circumstances such as illness or injury documented with a doctor's note will be considered. Late work will receive significant point deductions.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Additional information regarding Livetext and the Internet Logging System (ILS): You must purchase Livetext software. This is software used by the College of Education to collect data. The software cost can be purchased online at livetext.com or in the VSU bookstore through your flex account. You must provide your instructor with proof that you have purchased Livetext. All Key Performance Indicator assignments must be submitted to Live Text. **Details about which assignments to submit to Live Text will be discussed in class.**

Livetext software – **MUST be purchased and a login chosen.** This is software used by the College of Education to collect data. The software cost can be purchased online at livetext.com or in the VSU bookstore through your flex account.

ILS—Internet Logging System. Students MUST be registered on the Internet Logging System (ILS) as part of the requirements for this course. See your course schedule for due dates for this course requirement.

Valdosta State provides free technical support for online students. If you need technical assistance with BlazeVIEW, visit the VSU BlazeVIEW web site for Frequently Asked Questions and Self Help, or contact BlazeVIEW Help.

Scholarly Research & Writing

It is imperative that you understand how to do good research and what constitutes a reliable source versus unreliable. This understanding and knowledge will be expected for all you write and present throughout the school counseling program. On the homepage of Odum Libraries there is a link for evaluating resources. I encourage you to use it!

As graduate level students, you are required to research and write at a sophisticated and professional level. For those that may need support in this area, below are some excellent resources or places to begin.

All papers and presentations will require you perform as graduate-level researchers and graded accordingly. Use of APA writing format is expected for each paper. You should use the 6th Edition of the APA Manual.

Before you call upon a librarian or as you begin the research process, the following webpages can be very helpful:

- For general library information and help:
<http://www.valdosta.edu/library/learn/index.shtml>
- The Odum Library has a page specific to students titled "Services for Students". This can be found at the following address:
<http://www.valdosta.edu/library/services/student.shtml>

The page above has a great deal of information from how to search using topic keywords to how to cite using APA style. Please use these resources.

- For writing assistance you may contact the Student Success Center at 333-7570 or check out their website at:
<http://www.valdosta.edu/ssc/>
They can assist you from the beginning stages of planning to the final editing stage in writing. If your work is not adequate you may be referred to the center for remediation.

Thank you to Springfield College, Bob Bardwell, and to the University of North Florida, Rebecca Schumacher, for shared content in this document.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/18/2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling and Family Therapy

Faculty Member Requesting:
Lee Grimes

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
COUN 7020

Proposed New Course Title:
Expressive Arts in Counseling

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Expressive Arts in Counseling

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
1 time per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of the history, rationale, and practice of expressive arts in counseling. The course will enhance student knowledge and skill in expressive arts techniques, with a focus on multicultural perspectives for a variety of populations. Students will also learn how to incorporate expressive arts into various counseling theoretical orientations.

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: The Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Beginning July 1, 2020, all programs require a minimum of 60 semester credit hours for all students. Adding COUN 7020 as an elective course will increase program offerings toward 60 credit hours.

CACREP Section 1J available at <http://www.cacrep.org/section-1-the-learning-environment/>

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) 2016 CACREP Standards available at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

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.) Course assessments linked to CACREP standards. CACREP accreditation.
- Other:

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

Approvals:		
Dept. Head:	Kate Wu	Date: 11/27/17
College/Division Exec. Comm.:	Lynn C. Min	Date: 11/30/17
Dean/Director:	Lynn C. Min	Date: 11/30/17
Graduate Exec. Comm.: (for graduate course):	J. T. J. P. K.	Date: 2-1-18
Graduate Dean: (for graduate course):	J. T. J. P. K.	Date: 2-1-18
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**COUN 7020 Expressive Arts in Counseling
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

An examination of the history, rationale, and practice of expressive arts in counseling. The course will enhance student knowledge and skill in expressive arts techniques, with a focus on multicultural perspectives for a variety of populations. Students will also learn how to incorporate expressive arts into various counseling theoretical orientations.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Degges-White, S. & Davis, N. L. (2011). *Integrating the expressive arts into counseling practice: Theory-based interventions*. New York: Springer.

Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (Eds.). (2010). *Heart & soul of change in psychotherapy* (2nd ed.). Washington, DC: American Psychological Association.

Gladding, S. T. (2016). *ACA. The Creative Arts in Counseling*. John Wiley & Sons.

COURSE OBJECTIVES—Knowledge and Skills:

Student Objectives:

1. To explore the history and philosophy of expressive arts in counseling (CACREP 2.F.1.a.).
2. To experience group dynamics when using expressive arts within the classroom environment (CACREP 2.F.6.b).
3. To identify evidence-based practice in expressive arts and counseling (CACREP 2.F.8.b.).
4. To demonstrate understanding and use of appropriate expressive arts theories and models (CACREP 2.F.5.a.)
5. To create developmentally relevant treatment plans using expressive arts techniques (CACREP 2.F.5.h.).
6. To process personal, professional, and artistic development (CACREP 2.F.5.n).
7. To develop multicultural counseling competencies when using expressive arts techniques with diverse clients (CACREP 2.F.2.c.).

COURSE TOPICS

1. Process of Change
2. History of Expressive Arts in Counseling
3. Rationale for Creativity in Counseling
4. Expressive Arts and Theoretical Orientation
3. Music and Counseling

4. Dance and Movement in Counseling
5. Imagery and Counseling
6. Visual Arts and Counseling
7. Writing and Literature in Counseling
8. Drama and Counseling
9. Play and Humor in Counseling
10. Animal Assisted Therapy in Counseling
11. Trends in Expressive Arts Counseling
12. Creative Arts Exercises

METHODS OF INSTRUCTION

1. Online Blazeview (30%)
2. Face to face (70%)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Course Lecture and Participation in Expressive Arts Counseling Demonstrations

To explore the history and philosophy of expressive arts in counseling (CACREP 2.F.1.a).

To experience group dynamics when using expressive arts within the classroom environment (CACREP 2.F.6.b).

Process of Change Project

To identify evidence-based practice in expressive arts and counseling (CACREP 2.F.8.b).

To process personal, professional, and artistic development (CACREP 2.F.5.n).

Each student will create a visual depiction of her/his view of the process of change, based on theory and personal worldview. The visual depiction may be created in any medium. It should be accompanied by a written explanation that emphasizes counseling theory, the integration of counseling theory with personal worldview, and personal and professional applications. The written portion of the project should be 4 –5 pages in length, APA format, and include an APA-style reference list of at least 5 scholarly, peer reviewed sources (one can be a text from the course). In addition, student will conduct a presentation to describe their process of change perspective to the class.

Presentation

Students will develop a 20-25 minute PowerPoint presentation based on the process of change project.

Expressive Arts Activity Notebook

To demonstrate understanding and use of appropriate expressive arts theories and models (CACREP 2.F.5.a.)

Each student will create a notebook of a minimum of 5 expressive art therapy activities, based on techniques introduced in class, required readings, and individual research. Each activity should include instructions, purpose of the activity, recommended populations or presentation issues, and an example of a completed activity.

Counseling Team Plans

To identify evidence-based practice in expressive arts and counseling (CACREP 2.F.8.b.).

To demonstrate understanding and use of appropriate expressive arts theories and models (CACREP 2.F.5.a.)

To create developmentally relevant treatment plans using expressive arts techniques (CACREP 2.F.5.h.).

To develop multicultural counseling competencies when using expressive arts techniques with diverse clients (CACREP 2.F.2.c.).

Students will work in teams of 2 – 3 members to develop written counseling plans demonstrating how expressive art counseling interventions fit with the attainment of counseling goals for a specific population. Teams will develop counseling plans for particular populations listed below, and will decide on counseling issue(s) being addressed and cultural backgrounds of the population chosen. Teams will need to create a scenario featuring one of the following populations: (a) an individual adult; (b) a child in play therapy; (c) a teen in individual counseling; (d) a family in counseling with either a young child or a teen; or (e) a group of individuals (adolescent or adult). Additional instructions and a counseling plan format will be provided in class.

Final Exam

To demonstrate understanding and use of appropriate expressive arts theories and models (CACREP 2.F.5.a.)

The final exam will cover material from assigned readings and class lecture. The exam will consist of multiple choice and essay questions.

COURSE EVALUATION:

Assignments	Points	Due Date
Process of Change Project	25	
Expressive Arts Activity Notebook	25	
Presentation	15	
Treatment Team Plans	10	
Final Exam	20	
Class Participation	5	
Total	100	

Grading Scale

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

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are interacting with.

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. Beginning with the second missed class, the student will lose 10 percent of the possible points in the course for each missed class.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

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

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>.

Title IX Statement

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/1/2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling and Family Therapy

Faculty Member Requesting:
Lee Grimes

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
COUN 7850

Proposed New Course Title:
Clinical Mental Health Counseling
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Clinical Mental Health Counseling

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
1 time per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction and historical overview of the clinical mental health counseling profession. Roles and functions of clinical mental health counselors across various settings and services will be explored. Current trends, professional issues, ethical codes, preparation standards, and licensing processes will be examined.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: The Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Beginning July 1, 2020, all programs require a minimum of 60 semester credit hours for all students. Adding COUN 7850 as an elective course will increase program offerings toward 60 credit hours.

CACREP Section 1J available at <http://www.cacrep.org/section-1-the-learning-environment/>

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) 2016 CACREP Standards available at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

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.) Course assessments linked to CACREP standards. CACREP accreditation.
- Other:

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

Approvals:		
Dept. Head:	Kate W	Date: 11/27/17
College/Division Exec. Comm.:	Lynn C. Min	Date: 11/30/17
Dean/Director:	Lynn C. Min	Date: 11/30/17
Graduate Exec. Comm.: (for graduate course):	J. T. J. J. J.	Date: 2-1-18
Graduate Dean: (for graduate course):	J. T. J. J. J.	Date: 2-1-18
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling and Family Therapy**

**COUN 7850
Clinical Mental Health Counseling
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/Learning Outcomes
(All teacher preparation programs are required to use the *InTasc Model Core Teacher Standards*.)
CACREP standards are used as learning outcomes.

INSTRUCTOR

Name: TBA

Office Number: TBA

Telephone Number: TBA

Email Address: TBA

Office Hours: TBA

COURSE DESCRIPTION

An introduction and historical overview of the clinical mental health counseling profession. Roles and functions of clinical mental health counselors across various settings and services will be explored. Current trends, professional issues, ethical codes, preparation standards, and licensing processes will be examined.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Gladding, S. T., & Newsome, D. W. (2018). *Clinical Mental Health Counseling in Community and*

Positively Impacting Learning Through Evidence-Based Practices

COURSE OBJECTIVES

M.ED. COUNSELOR EDUCATION OUTCOMES

CACREP Core Standards: The common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. This overview course will introduce students to knowledge content areas considered foundational to the counseling profession.

Knowledge

Students will demonstrate an understanding of:

1. the history and philosophy of the counseling profession and its specialty areas - CACREP 2.F.1.a.
2. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation - CACREP 2.F.1.b.
3. professional counseling organizations, including membership benefits, activities, services to members, and current issues - CACREP 2.F.1.f.
4. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues - CACREP 2.F.1.g.
5. current labor market information relevant to opportunities for practice within the counseling profession - CACREP 2.F.1.h.
6. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling - CACREP 2.F.i.m.
7. technology's impact on the counseling profession - CACREP 2.F.1.j.
8. the role of counseling supervision in the profession - CACREP 2.F.1.m.

Skills

Students will:

1. Apply the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients - CACREP 2.F.1.e.
2. Demonstrate self-care strategies appropriate to the counselor role - CACREP 2.F.1.l.

CACREP Entry Level Specialty Area Standards: Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

Knowledge

Students preparing to specialize in clinical mental health counseling will demonstrate an understanding of:

1. history and development of clinical mental health counseling – CACREP 5.C.1.a
2. theories and models related to clinical mental health counseling - CACREP 5.C.1
3. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning - CACREP 5.C.1
4. roles and settings of clinical mental health counselors - CACREP 5.C.2.a.
5. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks - CACREP 5.C.2.c.

6. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*- CACREP 5.C.2.d.
7. impact of crisis and trauma on individuals with mental health diagnoses - CACREP 5.C.2.f.
8. legislation and government policy relevant to clinical mental health counseling - CACREP 5.C.2.i.
9. cultural factors relevant to clinical mental health counseling - CACREP 5.C.2.j.
10. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling - CACREP 5.C.2.k.
11. legal and ethical considerations specific to clinical mental health counseling - CACREP 5.C.2.l.

Skills

12. Demonstrate record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling - CACREP 5.C.2.m.
13. Practice intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management - CACREP 5.C.3.a.

CONTENT AREAS

Part 1: Historical and Professional Foundations of Clinical Mental Health Counseling

Chapter 1 History of and Professional Identity in Clinical Mental Health Counseling

Chapter 2 Ethical and Legal Aspects of Counseling

Chapter 3 Clinical Mental Health Counseling in a Diverse Society

Part 2: Roles and Functions of Clinical Mental Health Counselors

Chapter 4 The Counseling Process

Chapter 5 Client Assessment and Diagnosis

Chapter 6 Holistic Approaches to Clinical Mental Health Counseling

Chapter 7 Consultation, Advocacy, and Evaluation

Chapter 8 Dealing with Crises, Disasters, and Suicide, while Managing Stress and Avoiding Burnout

Part 3: Working with Specific Populations

Chapter 9 Working with Groups

Chapter 10 Couple and Family Counseling

Chapter 11 Counseling Children and Adolescents

Chapter 12 Counseling Adults

Part 4: Clinical Mental Health Counseling: Settings and Services

Chapter 13 College and Career Counseling

Chapter 14 Community Agencies, Medical Settings, and Other Specialized Clinical Settings

Chapter 15 Employee Assistance Programs, Private Practice, Coaching, and Managed Care

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Video
4. Group Exercises

5. Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

QUIZZES (25% of Grade)

- a. There will be 4 take home, open book quizzes.
- b. Quiz material is taken from the text readings based on the assigned chapters for that week.
- c. These quizzes must be individually completed and handed in on time.

CRITICAL REVIEW OF THE PROFESSION (25% of Grade)

Students will select one example each week related to the field of mental health counseling that are put in a binder to illustrate current issues in mental health counseling. A total of 15 examples are to be included. Complete instructions at the end of the syllabus.

COUNSELING PAPER (25% of the Grade)

Students will write a 3-5 page paper in APA style summarizing information gathered from two different mental health counselors. Please see the end of the syllabus for instructions.

MINI-WORKSHOPS (25% of Grade)

Students will work in self-selected dyad/triads to develop a workshop and presentation on a specific topic. Detailed instructions are at the end of the syllabus.

COURSE EVALUATION

Grade Total Points

A = (90%) 500 - 477

B = (80%) 476 - 424

C = (70%) 423 - 371

D = (60%) 370 - 318

F = \leq 317

ATTENDANCE POLICY

VSU policy requires class attendance and it will be very difficult to do well in this course without class attendance. Class attendance is expected. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

Student Outcomes

Outcome – Students will demonstrate knowledge of	How outcome is met
the history and philosophy of the counseling profession and its specialty areas - CACREP 2.F.1.a.	Addressed through lecture, assigned readings, discussion, Counseling Paper and Mini Workshop. Counseling Paper is assessed with the Paper Rubric and the Workshop is assessed with the Presentation Rubric
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation - CACREP 2.F.1.b.	Addressed through lecture, assigned readings, and Counseling Paper. The Counseling Paper is assessed with the Paper Rubric.
professional counseling organizations, including membership benefits, activities, services to members, and current issues - CACREP 2.F.1.f.	Addressed through assigned lecture, assigned readings, class discussion, and course quizzes
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues - CACREP 2.F.1.g.	Addressed through lecture, assigned readings, class discussion, counseling paper and course quizzes
current labor market information relevant to opportunities for practice within the counseling profession - CACREP 2.F.1.h.	Addressed through assigned lecture, assigned readings, class discussion, and class activities.

ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling - CACREP 2.F.i.m.	Addressed through assigned lecture, assigned readings, class discussion, critical review of the profession assignment, and course quizzes. The critical review will be assessed with the review checklist.
technology's impact on the counseling profession - CACREP 2.F.1.j.	Addressed through assigned lecture, assigned readings, class discussion, and mini workshop. Workshop is assessed with the presentation rubric.
the role of counseling supervision in the profession - CACREP 2.F.1.m.	Addressed through assigned lecture, assigned readings, class discussion, and course quizzes.
Apply the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients - CACREP 2.F.1.e.	Addressed through assigned lecture, assigned readings, class discussion, critical review assignment and mini workshop. The critical review will be assessed with the review checklist and the workshop with the presentation rubric.
Demonstrate self-care strategies appropriate to the counselor role - CACREP 2.F.1.l.	Addressed through assigned lecture, assigned readings, class discussion, and class activities.
history and development of clinical mental health counseling – CACREP 5.C.1.a	Addressed through assigned lecture, assigned readings, class discussion, and course quizzes
theories and models related to clinical mental health counseling - CACREP 5.C.1	Addressed through assigned lecture, assigned readings, class discussion, and course quizzes
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning - CACREP 5.C.1	Addressed through assigned lecture, assigned readings, class discussion, and counseling paper. The counseling paper is assessed with the paper rubric.
roles and settings of clinical mental health counselors - CACREP 5.C.2.a.	Addressed through assigned lecture, assigned readings, class discussion, and counseling paper. The counseling paper is assessed with the paper rubric.
mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks - CACREP 5.C.2.c.	Addressed through assigned lecture, assigned readings, class discussion, and course quizzes
diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and	Addressed through assigned lecture, assigned readings, class discussion, class activities, and course quizzes.

the <i>International Classification of Diseases (ICD)</i> - CACREP 5.C.2.d.	
impact of crisis and trauma on individuals with mental health diagnoses - CACREP 5.C.2.f.	Addressed through assigned lecture, assigned readings, class discussion, and critical review assignment. The critical review will be assessed with the review checklist
legislation and government policy relevant to clinical mental health counseling - CACREP 5.C.2.i.	Addressed through assigned lecture, assigned readings, class discussion, and course quizzes.
cultural factors relevant to clinical mental health counseling - CACREP 5.C.2.j.	Addressed through assigned lecture, assigned readings, class discussion, counseling paper, and mini workshop. The counseling paper is assessed with the paper rubric. The workshop is assessed with the presentation rubric.
professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling - CACREP 5.C.2.k.	Addressed through assigned lecture, assigned readings, class discussion, and mini workshop which is assessed with the presentation rubric.
legal and ethical considerations specific to clinical mental health counseling - CACREP 5.C.2.l.	Addressed through assigned lecture, assigned readings, class discussion, and mini workshop which is assessed with the presentation rubric.
Demonstrate record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling - CACREP 5.C.2.m.	Addressed through assigned lecture, assigned readings, class discussion, class activities, and course quizzes.
Practice intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management - CACREP 5.C.3.a.	Addressed through assigned lecture, assigned readings, class discussion, class activities, and course quizzes.

ASSIGNMENT INSTRUCTIONS

Critical Review of the Profession

CACREP Standards

1. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling - CACREP 2.F.i.m.
2. Apply the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients - CACREP 2.F.1.e.
3. impact of crisis and trauma on individuals with mental health diagnoses - CACREP 5.C.2.f.

Instructions. Students will select one example each week related to the field of mental health counseling that will be included in a binder that illustrates current issues in mental health counseling. A total of 15 examples are to be included.

1. Examples may be taken from newspapers, professional/lay magazines/books, TV reports/shows, case conferences, personal contacts, etc. Examples must address these topics: trauma, legal and ethical issues, and advocacy. Students may select all other examples.
2. Each example will be put in a binder; non-pictorial examples are to be summarized in one paragraph.
3. Students will select one example each week related to the field of mental health counseling that will be included in a binder that illustrates current issues in mental health counseling. A total of 15 examples are to be included.
4. Examples may be taken from the newspaper, professional/lay magazines/books, TV reports/shows, case conferences, personal contacts, etc.
5. Each example will be put in a binder; non-pictorial examples are to be summarized in one paragraph and the following information included:
 - a. Describe the example
 - b. State your Positive/Negative reactions to the example & Why
 - c. Share constructive improvements of the example
6. Assessment will include:
 - a. The diversity of examples
 - b. The diversity of sources from which they were obtained
 - c. Level of analyses
 - d. Organization
 - e. Creativity
 - f. Thoroughness
 - g. Overall presentation
7. The binder will be submitted the final week of classes.

Counseling Paper

CACREP Standards

1. the history and philosophy of the counseling profession and its specialty areas - CACREP 2.F.1.a.
2. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation - CACREP 2.F.1.b.
3. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning - CACREP 5.C.1

4. roles and settings of clinical mental health counselors - CACREP 5.C.2.a.

Instructions. Students will write a 3-5 page paper summarizing the information below.

1. Interview two counselors with diverse demographics either in person or on the telephone. In person is preferred.
2. Record responses on a separate form {Verbatim responses are not necessary, just the essence of each interview response}
3. The interview should address the following topics
 - a. History and Philosophy of the Counseling Profession
 - b. Counseling Roles, Functions, Relationships with Other Human
 - c. Service Providers
 - d. Consultation and Supervision
 - e. Professional Counseling Organizations
 - f. Professional Counseling Credentials
 - g. Public and Private Counseling Policies
 - h. Advocacy
 - i. Ethical Issues in the Profession
 - j. Other
4. Content of the Paper
 - a. Brief summary of counselor demographics, confidentially described
 - b. Compare & contrast the interviewees' responses, as well as your own reactions to, the above topics
 - c. Review 6 professional journal articles related to topics addressed integrate citations from these resources throughout the text
 - d. Include class readings (i.e. Gladding) as well
 - e. Include a reference list
5. Paper Format:
 - a. Introduction
 - b. Overview of Counselor Demographics
 - c. Discussion of Responses (use headings cited in c; compare and contrast interviewee responses and integrate your own)
 - d. Reference Lists
 - e. Response Forms
6. Papers are using the Paper Rubric and focusing on:
 - a. Clarity
 - b. Organization
 - c. Level of analyses
 - d. Choice and integration of literature

Mini Workshop

CACREP Standards

1. the history and philosophy of the counseling profession and its specialty areas - CACREP 2.F.1.a.
2. technology's impact on the counseling profession - CACREP 2.F.1.j.
3. Apply the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients - CACREP 2.F.1.e.
4. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling - CACREP 5.C.2.k.

5. legal and ethical considerations specific to clinical mental health counseling - CACREP 5.C.2.1.

Instructions. Working in a self-selected dyad/triad, students will develop a mini workshop that will be presented to the class.

1. Students will pick one of the following topics:
 - a. History and Philosophy of the Counseling Profession
 - b. Counseling Roles, Functions, Relationships with Other Human
 - c. Service Providers
 - d. Consultation and Supervision
 - e. Professional Counseling Organizations
 - f. Professional Counseling Credentials
 - g. Public and Private Counseling Policies
 - h. Advocacy
 - i. Ethical Issues in the Profession
 - j. Counseling Skills, Techniques
 - k. Counseling Modalities
 - l. Other (specify)
 2. The 30-minute presentation will define, demonstrate & critique the counseling topic involving audience participation.
 3. Students, on their presentation day, are to distribute to the class:
 - a. Workshop brochure
 - b. Workshop handouts
 - c. Presentation evaluation form (created by presenters)
 5. Presentation formats may include lectures, debates, simulations, A-V materials, and/or small group activities.
 6. Mini-workshops are assessed with the Presentation Rubric and focuses on:
 - a. Content
 - b. Application
 - c. Organization
 - d. creativity
- A team grade is given; therefore, team involvement is essential!

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/1/2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling, and Family Therapy

Faculty Member Requesting:
Lee Grimes

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
COUN 7890

Proposed New Course Title:
Issues in Mental Health Counseling

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Issues in Mental Health

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of selected issues related to clinical mental health counseling including but not limited to the following: preparation standards related to clinical mental health counseling, advocacy and consultation, crisis intervention, private practice, spirituality in counseling, treatment planning, and family counseling.

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: The Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Beginning July 1, 2020, all programs require a minimum of 60 semester credit hours for all students. Adding COUN 7950 as an elective course will increase program offerings toward 60 credit hours.

CACREP Section 1J available at <http://www.cacrep.org/section-1-the-learning-environment>

Other:

Source of Data to Support Suggested Change:

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) 2016 CACREP Standards available at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

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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.) Course assessments linked to CACREP standards. CACREP accreditation.
- Other:

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

Approvals:		
Dept. Head:	<i>Kate W</i>	Date: 11/27/17
College/Division Exec. Comm.:	<i>Lynn C. Min</i>	Date: 11/30/17
Dean/Director:	<i>Lynn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.: (for graduate course):	<i>J. J. [Signature]</i>	Date: 2-1-18
Graduate Dean: (for graduate course):	<i>J. J. [Signature]</i>	Date: 2-1-18
Academic Committee:		Date:

Form last updated: January 6, 2010

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**Dewar College of Education
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

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**COUN 7890
Issues in Mental Health Counseling
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes (*All teacher preparation programs are required to use the InTASC Model Core Teacher Standards*).

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours: by

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Walsh, R. J., & Dasenbrook, N. C. (2017). *The complete guide to private practice: For licensed mental health professionals* (5th ed.). Rockford, IL: Crysand Press.

Collins, B. G., & Collins, T. M. (2005). *Crisis and trauma: Developmental-ecological intervention*. Boston, MA: Lahaska Press.

COURSE DESCRIPTION

An examination of selected issues related to clinical mental health counseling including but not limited to the following: Preparation Standards related to Clinical Mental Health Counseling, Advocacy and Consultation, Crisis Intervention, Private Practice, Spirituality in Counseling, Treatment Planning, and Family Counseling.

M.ED. COUNSELOR EDUCATION OUTCOMES

Knowledge

Students will:

1. understand the roles and settings of clinical mental health counselors (CACREP 5.G.2.a)
2. describe the impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.G.2.f.)
3. describe legislation and government policy relevant to clinical mental health counseling (CACREP 5.G.2.i)
4. understand cultural factors relevant to clinical mental health counseling (CACREP 5.G.2.j)
5. describe professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 5.G.2.k)
6. understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.G.2.m)
7. describe theories of individual and family development across the lifespan (CACREP 2.F.3.a)

Skills

Students will:

1. apply strategies to advocate for persons with mental health issues (CACREP 5.G.3.e)
2. develop techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.G.3.e)

METHODS OF INSTRUCTION

1. 75% face to face
2. 25% online
3. Lecture
4. Discussion
5. Guest speakers
6. Videos
7. Field experience
8. Presentations, Demonstration of Skills/Knowledge Attainment

CONTENT AREA

1. Documentation
2. Record keeping and billing
3. Forms
4. Marketing and advertising
5. Crisis counseling
6. Advocacy
7. Specific mental health issues
8. Social media
9. Ethical/legal issues

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Assignments

1. Class PowerPoint Presentation. Select a clinical issue of interest not covered by the instructor in the course. Review the DSM-IV-TR diagnostic criteria, prevalence, etc., and prepare a presentation on the clinical issue that includes a case study, a Biopsychosocial case conceptualization/Treatment formulation of the case study, opportunities for advocacy, multicultural considerations, and legal/ethical implications.
2. Advocacy Project. Read and familiarize yourself with the “Public Policy” link of ACA website. Identify a current legislative initiative (e.g. Medicare coverage, Improved Mental Health Services on College Campuses). Compose a letter requesting sponsorship of the Bill and submit it to your Senator/Representative
3. Mental Health Issue Paper. Students will complete a write a paper that addresses mental health issues/problems/trends that confront Clinical Mental Health Counselors
4. Online Assignments – Students will complete four online assignments throughout the semester related to topics covered the week the class is online.
5. Comprehensive Final Examination – Students will complete a final examination that evaluates student knowledge of the textbook and materials presented in class.

COURSE EVALUATION

Assignment	Points	Due Date
Class Presentation	25	
Advocacy Project	25	
Mental Health Issue Paper	30	
Online Assignments	20	
Comprehensive Final Examination	50	

Total

150 points

Grading Scale:

135 – 150 – A

120 – 134 – B

105 – 119 – C

90 – 104 - D

Below 96 – F

ATTENDANCE POLICY

VSU policy requires class attendance and it will be very difficult to do well in this course without class attendance. Class attendance is expected. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an “F” in the course.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed

their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Student Outcomes

Students will	How outcome is met
Understand the roles and settings of clinical mental health counselors (CACREP 5.G.2.a)	Addressed through lecture, assigned readings, discussion, and final examination
Describe the impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.G.2.f.)	Addressed through assigned readings, class discussion, online assignments, class presentation, and final examination.
Describe legislation and government policy relevant to clinical mental health counseling (CACREP 5.G.2.i)	Addressed through lecture, assigned readings, class discussion, advocacy project, class presentation, and final examination.
Understand cultural factors relevant to clinical mental health counseling (CACREP 5.G.2.j)	Addressed through lecture, assigned readings, class discussion, class presentation, mental health issues paper, and final examination. Mental Health Issues
Describe professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 5.G.2.k)	Addressed through lecture, assigned readings, class discussion, and final examination.
Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.G.2.m)	Addressed through lecture, assigned readings, class discussion, online assignments, and final examination.
Describe theories of individual and family development across the lifespan (CACREP 2.F.3.a)	Addressed through lecture, assigned readings, class discussion, mental health issues paper, and final examination.
Apply strategies to advocate for persons with mental health issues (CACREP 5.G.3.e)	Addressed through lecture, assigned readings, class discussion, class presentation, advocacy project, and final examination.
Develop techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.G.3.e)	Addressed through lecture, assigned readings, class discussion, class presentation, mental health issues paper, and final examination.

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ASSIGNMENT INSTRUCTIONS

Class Presentation

CACREP Standards

Describe the impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.G.2.f.)

Describe legislation and government policy relevant to clinical mental health counseling (CACREP 5.G.2.i)

Understand cultural factors relevant to clinical mental health counseling (CACREP 5.G.2.j)

Apply strategies to advocate for persons with mental health issues (CACREP 5.G.3.e)

Develop techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.G.3.e)

Instructions. Select a clinical issue of interest not covered by the instructor in the course. Review the DSM-IV-TR diagnostic criteria, prevalence, etc. using current literature (no later than 2012). No more than one website.

1. Prepare a presentation on the clinical issue that includes:
 - a. a case study
 - b. a Biopsychosocial case conceptualization/treatment formulation of the case study
 - c. opportunities for advocacy
 - d. multicultural considerations
 - e. legal/ethical implications
2. Format of Presentation
 - a. APA style
 - b. Minimum of 8 PowerPoint slides with notes
 - c. 15-20 minute presentation
3. Class presentation assessed with Abbreviated Presentation Rubric

Advocacy Project

CACREP Standards

Apply strategies to advocate for persons with mental health issues (CACREP 5.G.3.e)

Describe legislation and government policy relevant to clinical mental health counseling (CACREP 5.G.2.i)

Instructions. Read and familiarize yourself with the "Public Policy" link of ACA website. Identify a current legislative initiative (e.g. Medicare coverage, Improved Mental Health Services on College Campuses). Research the topic and compose a letter requesting sponsorship of the Bill and to your Senator/Representative.

1. The letter should clearly describe
 - a. the issue and why it is a problem
 - b. who is impacted by the issue
 - c. what the bill will change for those impacted by the issue
2. Format
 - a. The letter should be a maximum of 2 pages
 - b. Include the names of the individual(s) the letter is going to
 - c. Cite references
3. Advocacy Project assessed with the Paper Rubric

Mental Health Issues Paper

CACREP Standards

Describe theories of individual and family development across the lifespan (CACREP 2.F.3.a)
Develop techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.G.3.e)
Understand cultural factors relevant to clinical mental health counseling (CACREP 5.G.2.j)

Instructions. Students will complete a write a paper that addresses mental health issues/problems/trends that confront Clinical Mental Health Counselors.

1. The topic must be approved by the instructor
2. Potential topics include, but are not limited to: family violence, substance abuse, adolescent issues, crisis intervention issues, spirituality, family counseling, and consultation. explore what contributes to the problem, common treatments/interventions used, and types of training available to prepare oneself to better deal with such a presenting problem.
3. The paper should describe the topic including
 - a. contributions to the issue
 - b. prevention strategies
 - c. treatment/interventions
 - d. relevant cultural factors
 - d. types of training available to prepare oneself to better deal with such a presenting problem
 - f. appropriate theory
4. Format
 - a. APA style
 - b. Minimum of 10 references (no more than two websites)
5. Mental Health Issues Paper is assessed with the Paper Rubric

All rubrics can be found in Blazeview.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/1/2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling and Family Therapy

Faculty Member Requesting:
Lee Grimes

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
COUN 7950

Proposed New Course Title:
Assessment in Counseling

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

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
1 time per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A comprehensive introduction to assessment in counseling including basic assessment principles and specific assessment methods (e.g., initial assessments, intelligence testing, achievement/aptitude assessment, personality appraisal, and behavioral assessment). This course places an emphasis on selecting, administering, scoring and communicating assessment results.

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: The Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Beginning July 1, 2020, all programs require a minimum of 60 semester credit hours for all students. Adding COUN 7950 as an elective course will increase program offerings toward 60 credit hours.

CACREP Section 1J available at <http://www.cacrep.org/section-1-the-learning-environment/>

Other:

Source of Data to Support Suggested Change:

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

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- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) 2016 CACREP Standards available at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

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.) Course assessments linked to CACREP standards. CACREP accreditation.
- Other:

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

Approvals:		
Dept. Head:	<i>Kathy D</i>	Date: 11/27/17
College/Division Exec. Comm.:	<i>Lynn C. Min</i>	Date: 11/30/17
Dean/Director:	<i>Lynn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. H.</i>	Date: 2-1-18
Graduate Dean: (for graduate course):	<i>J. T. J. H.</i>	Date: 2-1-18
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 Psychology, Counseling and Family Therapy**

**COUN 7950
Assessment in Counseling
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/Learning Outcomes

(All teacher preparation programs are required to use the InTasc Model Core Teacher Standards.)
CACREP standards are used as learning outcomes.

INSTRUCTOR

Name: TBA

Office Number: TBA

Telephone Number: TBA

Email Address: TBA

Office Hours: TBA

COURSE DESCRIPTION

A comprehensive introduction to assessment in counseling including basic assessment principles and specific assessment methods (e.g., initial assessments, intelligence testing, achievement/aptitude assessment, personality appraisal, and behavioral assessment). This course places an emphasis on selecting, administering, scoring and communicating assessment results.

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REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Whiston, S. C. (2017). *Principles and applications of assessment in counseling (5th Ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning.
ISBN-13: 978-1-305-27148-7

COURSE OBJECTIVES

M.ED. COUNSELOR EDUCATION OUTCOMES

CACREP Core Standards: The common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates.

Students will understand:

- 7a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- 7b. methods of effectively preparing for and conducting initial assessment meetings
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse
- 7e. use of assessments for diagnostic and intervention planning purposes
- 7f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- 7g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- 7h. reliability and validity in the use of assessments
- 7i. use of assessments relevant to academic/educational, career, personal, and social development
- 7j. use of environmental assessments and systematic behavioral observations
- 7k. use of symptom checklists, and personality and psychological testing
- 7l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- 7m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

CACREP Entry Level Specialty Area Standards: Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

Students preparing to specialize in clinical mental health counseling will understand:

- 1e. psychological tests and assessments specific to clinical mental health counseling.
- 2d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- 2j. cultural factors relevant to clinical mental health counseling
- 2l. legal and ethical considerations specific to clinical mental health counseling
- 3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

CONTENT AREAS

- 1. Assessment in Counseling
- 2. Basic Assessment Principles
- 3. Reliability

4. Validity and Item Analysis
5. Ethical and Legal Issues in Assessment
6. Issues Related to Assessment with Diverse Populations
7. Selecting, Administering, Scoring, and Communicating Assessment Results
8. Initial Assessment in Counseling
9. Intelligence and General Ability Testing
10. Assessing Achievement and Aptitude: Applications for Counseling
11. Assessment in Career Counseling
12. Appraisal of Personality
13. Behavioral Assessment
14. Assessment in Marriage and Family Counseling
15. Diagnosis
16. Monitoring and Evaluating Counseling

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Video
4. Group Exercises
5. Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Test Review Paper (25% of Grade)

This assignment will allow you the opportunity to independently utilize the library reference materials to locate published test reviews/critiques of published psychological tests. You will select one standardized test and prepare a paper about it. The paper should address selection criteria; psychometric properties; norming samples and multicultural considerations; expert reviews of the test; and information about the administration, scoring and interpretation of the test. The purpose of this assignment is to learn how to critically evaluate an instrument.

Assessment Administration (25% of Grade)

You will administer the following assessments in order according to the procedures outlined in the manual for each assessment. Correct administration, scoring, and interpretation will be demonstrated via instructor review of your scoring protocols and your summary recommendations.

- **Bio-psycho-social initial assessment:** You will conduct an initial interview and assessment with a practice volunteer (which may be a class mate) using the provided format. Responses to the provided questions will be summarized into a problem statement.
- **Mini-Mental Status Exam**

Comprehensive Treatment Summary & Plan (25% of Grade)

Using the results from a hypothetical bio-psycho-social assessment plus at least two other assessments (e.g., intelligence, personality, etc.), you will formulate a comprehensive clinical summary, multi-axial DSM-5 based diagnosis, and counseling plan. The comprehensive summary should highlight the issues and problem areas that would be the focus of counseling intervention, and the plan should include one to three overall goals and two to three concrete treatment objectives for each goal.

Course Exams (25% of Grade)

We will have two in-class exams that will cover course materials. Details on the exams will be discussed in class.

COURSE EVALUATION

Grade Total Points

A = (90%) 500 - 477

B = (80%) 476 - 424

C = (70%) 423 - 371

D = (60%) 370 - 318

F = \leq 317

ATTENDANCE POLICY

VSU policy requires class attendance and it will be very difficult to do well in this course without class attendance. Class attendance is expected. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

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

the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/1/2017 (mm/dd/yyyy)

Department Initiating Request:
Psychology, Counseling, and Family Therapy

Faculty Member Requesting:
Lee Grimes

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
COUN 7430

Proposed New Course Title:
Ethics and Professional Issues in Counseling

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Ethics Professional Issues

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of the professional, ethical, and legal concerns of school and clinical counselors with an emphasis on ethical and legal standards of practice.

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 programs include a course on counseling ethics in their required curriculum. We have offered ethics as a part of another course but believe students need greater focus on ethical and legal concerns in their roles as counselors.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: CACREP requires our program expand to 60 hours, and this needed focus on ethics allows us to expand the total number of hours.
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Standard practice in other counseling programs and requirement of CACREP.

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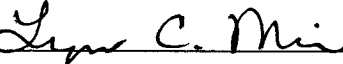

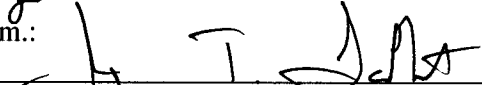
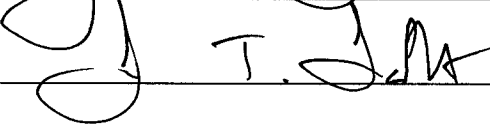
Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni surveys can tell us if graduates believe they entered the profession with an understanding of the ethics and legalities of the profession.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Case study responses will be used to assess student use of the ethical codes.
- Other: Comprehensive exam scores at program exit.

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

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Approvals:		
Dept. Head:		Date: 11/27/17
College/Division Exec. Comm.:		Date: 11/30/17
Dean/Director:		Date: 11/30/17
Graduate Exec. Comm.: (for graduate course):		Date: 2-1-18
Graduate Dean: (for graduate course):		Date: 2-1-18
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

COUN 7430

Ethics and Professional Practice in Counseling

3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/Learning Outcomes

(All teacher preparation programs are required to use the InTasc Model Core Teacher Standards.) CACREP standards are used as learning outcomes.

INSTRUCTOR

Name: Lee E. Grimes, Ph.D., LPC, CPCS, Certified School Counselor

Office Number: 2109

Telephone Number: 229-245-6541

Email Address: legrimes@valdosta.edu

Office Hours: 11:30-4:00

Website: none

COURSE DESCRIPTION

An examination of the professional, ethical, and legal concerns of school and clinical counselors with an emphasis on ethical and legal standards of practice.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Harper.

Herlihy, B. & Corey, G. (2006). *ACA ethical standards casebook, 6th edition*. Pacific Grove, CA.: Brooks/Cole Publishing

Additional readings will be assigned by the instructor and can be found on Blazeview.

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION

Proficiency Standards

O-FL_{1.1} Observes highly skilled professionals (e.g., teachers, other school professionals, and/or leaders) appropriate for the candidate's area of certification/preparation. This standard is assessed with student learning outcome **CACREP Specialty Standard 1b**. "models of school counseling programs." This standard is assessed with the Teacher In-Service Workshop Paper and Brochure.

O-FL_{3.2} "...engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice" (InTASC, 2013, p. 42, progression 3). This standard is assessed with student learning outcome **CACREP Core Standard 1d**. "the role and process of the professional counselor advocating on behalf of the profession." This standard is assessed with the Today's School Counselor Presentation.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES

Students will understand:

CACREP Core Standards:

1d. the role and process of the professional counselor advocating on behalf of the profession

1f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

1h. current labor market information relevant to opportunities for practice within the counseling profession

1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

1j. technology's impact on the counseling profession

CACREP Specialty Standards:

1a. history and development of school counseling

1b. models of school counseling programs

CONTENT AREAS

1. ACA and ASCA Codes of Ethics
2. Client Rights and Informed Consent
3. Ethical Issues in Multicultural Counseling
4. Confidentiality
5. Competence
6. Working with Multiple Clients
7. Multiple Relationships
8. Client Self-harm
9. Supervision Ethics
10. Law and Ethics
11. Professional Identity
12. Professional Organizations

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Video
4. Group Exercises
5. Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Readings
2. Case studies
3. Presentations
4. Writing assignments

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Assignments:

Weekly case study reflections on ethics and current professional issues (10): Students will be assigned ethical case studies and scholarly readings on current professional issues to present and discuss each week in class.

Midterm exam (30 points): a combination of multiple-choice and short-answer to be completed in class. You will be allowed to use the ACA Code of Ethics for this exam. Other questions will be multiple choice, true or false, or short answer. This exam will cover the Herlily and Corey text, material presented in class, other assigned readings, and the Kidder book.

Final exam (40 points): an essay discussion and resolution of ethical issues. Papers should include appropriately cited material from the text. Kidder book, and the APA Ethical Code. Papers should be APA format including cover page.

Personal ethics paper (30 points): This paper profiles you with regard to ethical and professional practices. The paper should be 5-6 pages in length including a cover page and follow the APA style guide (6th edition). This is your personal paper and as such, does not require the use of any reference material or citations unless pertinent to your ethical development. Use the following 4 sections as headings:

- a. Ethical Autobiography – what in your background helps you think through and identify what is right and wrong as well as what constitutes ethical/professional behavior.
- b. Ethical Decision Making Style – Everyone has his/her own way of making ethical decisions. This style reflects early and on-going experiences with moral values and issues that have been influenced and shaped by parents, relatives, peers and valued adults in life, such as teachers and coaches. This section of the paper should articulate your implicit style. Include the various relationships and the ways in which key individuals, particularly parental figures, have dealt with moral decisions and issues and how this has affected your style.
- c. Professional/Ethical Hero- Describe the individual who has impressed you the most and serves as a role model for you because of his/her professional/ethical presence, i.e., sensitivity, ethical commitment, and ethical courage
- d. Levels of Professional and Ethical Development- Identify your current ethical level and indicate how it has and will likely impact your work as a counselor. Note major strengths and challenges. Suggest ways in which you can facilitate further development.

Issue paper (40 points): Topics will also be chosen at random and are based on current ethical and legal issues in the profession. Total manuscript length, including title page, references, tables, and figures, should not exceed 20 typed double spaced pages and must follow APA style. All sources must be peer-reviewed/scholarly. It is expected that very little of your paper will reflect the information provided in this class but rather will give the reader new and possibly divergent/contradictory information.

Presentation (30 points): The presentation needs to be about 1 hour in length and should present the **legal/ethical perspective** and implications of the issues/topic addressed in your research paper. As you are working toward a professional degree and a professional licensure, it is expected that the presentation be done in a professional manner and be engaging and participatory. Be creative. Practice as if you are presenting at a professional conference, seminar, or workshop. Include a case study for presentation and have questions prepared to assist the class in determining a solution for the ethical issue.

Interview (20 points): Students will pick a person of leadership either in the educational or the counseling/mental health field. Students will interview this person with questions related to ethical issues/concerns in the interviewee's profession. Students will write a 2-3 page paper on the information provided and conclude with a personal reflection regarding the information provided. Students should be prepared to present their findings in class.

Additional details on all assignments including due dates and an exam schedule will be given in class and can be found on Blazeview.

COURSE EVALUATION

A = 180-200 points

B = 160-179

C = 140-159

D = 120-139

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. A student who missed more than 3 classes will have one letter grade deducted from his or her final grade. I expect that you will attend and arrive on time for every class. Any missed class must be discussed with me personally.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will turn papers in on time, communicate in a timely manner, participate in online classes, and be respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner using appropriate netiquette. Professionalism also includes providing thought-provoking questions and unique responses to the discussion posts.

Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Title IX Statement

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

ACCESSIBILITY STATEMENT

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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>.

RUBRICS USED

CASE STUDY/CASE CONCEPTUALIZATION RUBRIC

	4	3	2	1	0
Format/layout	Well-written, even flow. Closely follows all the requirements related to format and layout	Acceptable format. All requirements are not followed	Poorly written, does not follow required format or layout		
Content Information	Clearly discussed, presenting issue goals, well-organized, clear and specific objectives, problem is clearly defined with presenting evidence	Reasonably stated presenting issue goals, good flow, adequate	Poorly stated goals that are vague and confusing.		
Integration of theory and/or model	Clear & direct integration of theories/models. Integrates theories/models with practice in a consistent, coherent, and fashion.	Minimum evidence in linking theory to practice. Integrates theories and/or models with practice in an acceptable manner. Presents an adequate rationale for theories/practice.	No connectivity between theories/practice. No evidence of linking theory to practice. General, vague, superficial description of clients and theories and/or models.		

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Ethical and legal implications	Recognizes and addresses appropriate ethical and legal issues	Able to recognize and address some ethical and legal issues	Does not address legal or ethical issues. Little or no awareness of any legal or ethical implications		
Cultural/Gender implications	Awareness of how culture difference affect cognitive process and behavior	Some evidence of culture awareness. A general understanding of how culture affects thinking and behaving	Little or no evidence of cultural awareness. No understanding of how culture affects thinking and behaving		
Recommendations	Clear, appropriate detailed recommendations.	Adequate, but general recommendations. Some details are missing.	Inaccurate and/or unclear recommendations.		
Resources	Excellent variety of sources included in report	Adequate sources of information included.	Void of professional literature		

Paper Rubric

	Target	Acceptable	Unacceptable
Paper Components			
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

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COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
APA Style			
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.
SOURCES	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources and sources from peer reviewed journals. All web sites utilized are authoritative.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.
References	References are formatted using APA style	At least 80% of the references are formatted using APA style	Less than 50% of the references are formatted using APA style.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

Abbreviated Assessment Rubric for Presentations

	Target (points)	Acceptable (points)	Unacceptable (points)
Organization	Information is presented a logical, interesting sequence	Information is in a logical sequence	Cannot understand presentation--no sequence of information
Rationale/Introduction	Topic is clearly introduced with relevant data (when appropriate)	Rationale/introduction includes most of the required information	Rational/introduction lacks content and relevant data
Subject Knowledge	Demonstrates full knowledge of the topic through by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation	Relate to text and presentation	Uses superfluous graphics or no graphics
Screen Design	Includes a variety of graphics, text, and animation that exhibits a sense of wholeness. Creative use of navigational tools and buttons	Includes a variety of graphics, text, and animation. Adequate navigational tools and buttons	Either confusing or cluttered, barren or stark. Buttons or navigational tools are absent or confusing
Oral Presentation Elocution/	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

		members can hear presentation	
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ADDITIONAL REQUIREMENTS

Students must complete the no credit course EDUC 5999. Details will be discussed in class.

Outside of class, I will communicate with you primarily through your email. It is imperative that you check you email frequently as I may send additional readings, changes to the class schedule, etc. through your email.

Office Telephone Number: 229-245-6541

Cell Number: 404-680-3987

My cell is the best place to get me if you have a **true emergency**. General questions need to go through email though.

Email Address: The best way to reach me is through email. legrimes@valdosta.edu

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on the following Monday, you may not hear back from me until that Monday, the day the assignment is due. Please plan accordingly.

Additional information regarding submission of assignments: All assignments must be placed in the Blazeview dropbox on the due date.

I expect that assignments will be turned in on time. Any circumstance leading to a late submission must be discussed with me personally before the due date – not after as no assignment will be accepted late if it is not discussed with me before it is due. Only serious circumstances such as illness or injury documented with a doctor's note will be considered. Late work will receive significant point deductions.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Additional information regarding Livetext and the Internet Logging System (ILS): You must purchase Livetext software. This is software used by the College of Education to collect data. The software cost can be purchased online at livetext.com or in the VSU bookstore through your flex account. You must provide your instructor with proof that you have purchased Livetext. All Key Performance Indicator assignments must be submitted to Live Text. **Details about which assignments to submit to Live Text will be discussed in class.**

Livertext software – **MUST be purchased and a login chosen.** This is software used by the College of Education to collect data. The software cost can be purchased online at livetext.com or in the VSU bookstore through your flex account.

ILS—Internet Logging System. Students MUST be registered on the Internet Logging System (ILS) as part of the requirements for this course. See your course schedule for due dates for this course requirement.

Valdosta State provides free technical support for online students. If you need technical assistance with BlazeVIEW, visit the VSU BlazeVIEW web site for Frequently Asked Questions and Self Help, or contact BlazeVIEW Help.

Scholarly Research & Writing

It is imperative that you understand how to do good research and what constitutes a reliable source versus unreliable. This understanding and knowledge will be expected for all you write and present throughout the school counseling program. On the homepage of Odum Libraries there is a link for evaluating resources. I encourage you to use it!

As graduate level students, you are required to research and write at a sophisticated and professional level. For those that may need support in this area, below are some excellent resources or places to begin.

All papers and presentations will require you perform as graduate-level researchers and graded accordingly. Use of APA writing format is expected for each paper. You should use the 6th Edition of the APA Manual.

Before you call upon a librarian or as you begin the research process, the following webpages can be very helpful:

- For general library information and help:
<http://www.valdosta.edu/library/learn/index.shtml>
- The Odum Library has a page specific to students titled “Services for Students”. This can be found at the following address:
<http://www.valdosta.edu/library/services/student.shtml>

The page above has a great deal of information from how to search using topic keywords to how to cite using APA style. Please use these resources.

- For writing assistance you may contact the Student Success Center at 333-7570 or check out their website at:
<http://www.valdosta.edu/ssc/>
They can assist you from the beginning stages of planning to the final editing stage in writing. If your work is not adequate you may be referred to the center for remediation.

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