VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
December 5, 2016

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
December 5, 2016

1. Minutes of the November 14, 2016 meeting. (pages 1-4) were approved by email November 21, 2016.

2. **COLLEGE OF THE ARTS**
   a. Revised credit hours, title, and course description MAIC 7999 (pages 5-7)
   b. Deactivation of COMM 7000, 7200, 7999 and MDIA 7700 (pages 8-9)

3. **COLLEGE OF ARTS AND SCIENCES**
   a. Revised course number FREN 4800 (pages 10-11)
   b. Revised course number SPAN 4800 (pages 12-14)
   c. Revised requirements for the WGST minor (pages 15-16)

4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised admission requirements for the EDS in School Counseling (pages 17-19)
   b. Revised requirements for the SLPD in Communication Disorders (pages 20-22)
   c. Revised credit hours for CSD 9220 (pages 23-25)
   d. New course CSD 9230 (pages 26-32)
   e. New program MAT in Education – concentration Agriculture Education (pages 33-35)
   f. Revised catalogue copy for the Department of Middle, Secondary, Reading, and Deaf Education (pages 36-38)
   g. New course MSED 5700 (pages 39-49)
   h. Revised Area F and Senior College Curriculum for the BS in OAT (pages 50-56)
   i. Revised catalogue copy for the BS in OAT (pages 57-62)
   j. New course ACED 3000 (pages 63-69)
   k. Revised prerequisites for ACED 3101 (pages 70-72)
   l. Revised title, prerequisites and description ACED 4070 (pages 73-75)
   m. Revised prerequisites and description ACED 4160 (pages 76-79)

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
November 14, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, November 14, 2016. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Gary Futrell, Ms. Sarah Arnett, Mr. Craig Hawkins, Ms. Sarah Arnett (Proxy Dr. Nicole Cox), Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ellis Heath, Dr. Eugene Asola, Ms. Kwanza Thomas, Ms. Laura Carter, Ms. Jessica Lee and Dr. Xiaoai Ren.

Members Absent: Dr. Bobbie Ticknor, Dr. Patti Campbell, Dr. Nicole Cox, Dr. Ray Elson, and Dr. Lars Leader.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Ms. Teresa Williams, Dr. Reynaldo Martinez, Dr. Mike Savoie, Dr. Doug Farwell, Dr. Michael Schmidt, Dr. Mark Borzi, Dr. Sonya Sanderson, Dr. Karen Rubin, Dr. Lynn Minor, Dr. Robert Harding, Dr. Barry Hojjatie, Dr. Lai Orenduff, and Mrs. Alicia Roberson.

The Minutes of the October 17, 2016 meeting were approved by email on October 20, 2016. (pages 1-3).

A.   Honors College

1. Revised Admission requirements for the Honors College and Certificate was approved effective Fall Semester 2017 with the correction of the spelling of "students". (pages 4-6).

2. Revised course description, Honors (HONS) 1990, "Honors Introductory Seminar", (HONORS INTRODUCTORY SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2017. (pages 7-9).

B.   College of Arts and Sciences

1. New course, Engineering (ENGR) 4800, "Engineering Internship, (ENGINEERING INTERNSHIP – 3-9 credit hours, 0 lecture hours, 3-9 lab hours, and 3-9 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...engineering project. Credit hours are determined by the... . (pages 10-15).

2. Revised course description, Political Science (POLS) 3400, "International Politics", (INTERNATIONAL POLITICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...relations. The course examines the... . (pages 16-18).

3. Revised course title, prerequisite, and description, Political Science (POLS) 4442, "Model UN II: Negotiation and Diplomacy", (MODEL UN II:NEGOTIATION DIPLMC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the effective date changed from Fall 2015 to Spring 2017. (pages 19-21).

C.   College of Business

1. Revised course number, title and prerequisite, Economics (ECON) 4000, "Research and Analytical Methods in Economics", (CAP BUDGET ADV FINCL MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 22-24). Deactivation ECON 3000.

2. Revised Senior College Curriculum for the BBA in Economics was approved effective Fall Semester 2017. (pages 25-26).

3. Revised catalogue copy for the BBA in Economics was approved effective Fall Semester 2017. (pages 27-29).

D.   College of the Arts

1. Reactivation of MUSC 7750 was approved effective Spring Semester 2017. (page 30).

2. New course, Communication Arts (COMM) 4911, "Communication Arts Study Abroad I", (COMM ARTS STUDY

ABROAD I – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2017. (pages 31-34).

3. Revised requirements for the minor in Communication was approved effective Spring Semester 2017. (pages 39-40).

4. Revised requirements for the BFA in Communication – new concentration Public Relations was approved effective Spring Semester 2017. (pages 41-44).

5. Revised catalogue copy for the Department of Communication Arts was approved effective Fall Semester 2017. (pages 45-47).

6. Revised prerequisites, Theatre Arts (THEA) 3760, "Lighting Design", (LIGHTING DESIGN – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 48-49).

7. Revised prerequisites, Theatre Arts (THEA) 3770, "Costume Design", (COSTUME DESIGN – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 50-51).

8. Revised prerequisites, Theatre Arts (THEA) 3780, "Scene Design", (SCENE DESIGN – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 52-53).

9. New course, Theatre Arts (THEA) 3785, "Theatre Design Practicum", (THEATRE DESIGN PRACTICUM – 1-2 credit hours, 0 lecture hours, 2-4 lab hours, and 2-4 contact hours), was approved effective Fall Semester 2017 with the description changed to read ..act as Costume,... . (pages 54-60).

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

1. Revised catalogue copy for the Department of Early Childhood and Special Education was approved effective date Fall Semester 2017. (pages 61-65).

2. Revised requirements for the EDD in Adult and Career Education was approved effective date changed from Spring to Fall Semester 2017. (pages 66-67).

3. New course, Adult and Career Education (ACED) 9450, "International Workforce Education and Training", (INTL WKFORCE ED AND TRAINING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...study from an international perspective of the social...training. (pages 68-76).

4. Deactivation of the BSED in Special Education – Track Early Childhood Spec Edu Gen Curriculum was approved effective Spring Semester 2019. (pages 77-78).

5. New minor in Coaching was approved effective Spring Semester 2017. (pages 79-80). ***BOR Notification***

6. Revised catalogue copy Department of Kinesiology and Physical Education was approved effective Fall Semester 2017. (pages 81-83).

7. New minor in Health and Physical Education was approved effective Fall Semester 2017. (pages 84-85) **BOR Notification***

8. Revised catalogue copy Department of Kinesiology and Physical Education was approved effective Fall Semester 2017. (pages 86-88).

9. New course, Coaching Health & Physical Education (CHPE) 3101, "Foundation and Technology in Health and Physical Education, (FOUND & TECH IN HPE – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2017 with the description changed to read ...3101. The principles and scope... . (pages 89-97).

10. New course, Coaching Health & Physical Education (CHPE) 3141, "First Aid/CPR and Care and Prevention of Athletic Injuries, (FIRST AID/CPR AND CARE & PREV – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2017 with the description changed to read ...3141. Pertinent information...accident prevention. Students may obtain certification for American... . (pages 98-105).

11. New course, Coaching Health & Physical Education (CHPE) 3150, "Applied Sports Science, (APPLIED SPORTS

SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 106-112).

12. New course, Coaching Health & Physical Education (CHPE) 3200, "Nutrition for Health and Human Performance, (NUTRITION FOR HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 113-120).

13. New course, Coaching Health & Physical Education (CHPE) 3301, "Contemporary Issues in Health, (COMP ISSUES IN HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...3301. Pertinent information...content areas, including death.... . (pages 121-130).

14. New course, Coaching Health & Physical Education (CHPE) 3411, "Human Movement Applications, (HUMAN MOVEMENT APPLICATIONS – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2017 with the lab hours changed from 1 to 2. (pages 131-139).

15. New course, Coaching Health & Physical Education (CHPE) 3420, "Exercise Physiology, (EX PHYS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2017. (pages 140-147).

16. New course, Coaching Health & Physical Education (CHPE) 3450, "Comprehensive Health Education, (COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read ...3450. An investigation of health...alcohol, tobacco,...diseases, diabetes, chronic lung.... . (pages 148-154).

17. New course, Coaching Health & Physical Education (CHPE) 3770, "Physical Education and Coaching Pedagogy, (PE & COACHING PEDAGOGY – 3 credit hours, 3 lecture hours,0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 155-163).

18. New course, Coaching Health & Physical Education (CHPE) 4100, "Study of Sport Coaching, (STUDY OF COACHING – 3 credit hours, 3 lecture hours,0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 164-171).

19. New course, Coaching Health & Physical Education (CHPE) 4110, "Social Context of Coaching, (SOCIAL CONTEXT OF COACHING – 3 credit hours, 3 lecture hours,0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the title changed to "Social Context of Coaching", and the description changed to read – An examination of sport coaching from social perspectives. Beginning.... . (pages 172-180).

20. New course, Coaching Health & Physical Education (CHPE) 4220, "Management of Physical Education and Coaching Programs, (MGMT OF PE AND COACHING – 3 credit hours, 3 lecture hours,0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 181-188).

21. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3101, "Foundations and Technology in Health and Physical Education, (FOUND & TECH IN HPE – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2017 with the course description changed to match CHPE 3101. (pages 189-197).

22. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3141, "First Aid/CPR and Care and Prevention of Athletic Injuries, (FIRST AID/CPR AND CARE & PREV – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2017 with the course description changed to match CHPE 3141. (pages 198-205).

23. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3200, "Nutrition for Health and Human Performance, (NUTRITION FOR HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 206-213).

24. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3301, "Contemporary Issues in Health, (COMP ISSUES IN HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read ...3301. Pertinent information...content areas, including death.... . (pages 214-222).

25. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3411, "Human Movement Applications,

(HUMAN MOVEMENT APPLICATIONS – 4 credit hours, 3 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2017 with the lab hours changed from 1 to 2. (pages 223-231).

26. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3420, "Exercise Physiology, (EX PHYS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2017. (pages 232-240).

27. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 3450, "Comprehensive Health Education, (COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read ...3450. An investigation of health...alcohol, tobacco,...diseases, diabetes, chronic lung.... (pages 241-247).

28. Revised prerequisite and description, Kinesiology/Physical Education (KSPE) 4220, "Management of Physical Education and Coaching Programs, (MGMT OF PE AND COACHING – 3 credit hours, 3 lecture hours,0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 181-188)

Respectfully submitted,

Stanley Jones
Registrar

Request for a Revised Course
Valdosta State University

Date of Submission: 08/31/2016 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Arts	Deborah Robson

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

MAIC 7999 Thesis

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number:	Course Prefix and Number:
Credit Hours: 3	Credit Hours: 1-6
Course Title: Thesis	Course Title: Thesis or Project
Pre-requisites:	Pre-requisites:
Course Description: Research under the direction of a faculty member. Selected topics will be analyzed in depth using historical, quantitative, or qualitative methodologies. Must be repeated for credit.	Course Description: Culminating research or creative project undertaken during the final semesters of study. Students may register for 1 to 6 credit hours. A total of 6 credit hours is required.

Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Every semester

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Proposed changes improve flexibility toward program completion requirements.

5

Plans for assessing the effectiveness of the course:

6

Approvals:		
College/Division Exec. Comm.:		Date: 1.1.16
Dept. Head:		Date: 10-31-16
Dean/Director:		Date: 11-1-16
Graduate Exec. Comm.(if needed):		Date: 11-20-16
Graduate Dean (if needed):		Date: 11-20-16
Academic Committee:		Date:

REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 08/31/2016

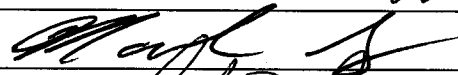| **Department Initiating Deactivation:** Communication Arts	**Semester & Year to be Effective:** Fall 2017
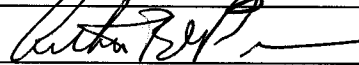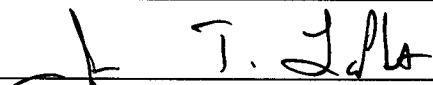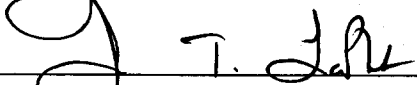
List of courses (or the program or track) to be deactivated: COMM 7000, COMM 7200, COMM 7999, MDIA 7700.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Courses consolidated under prefix MAIC.

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.)

8

Approvals:		
College/Division Exec. Comm.:		Date: 11.1.16
Dept. Head:		Date: 10-31-16
Dean/Director:		Date: 11-1-16
Graduate Exec. Comm.: (for grad course/program)	T. Idla	Date: 11-20-16
Graduate Dean: (for grad course/program)	T. Idl	Date: 11.20-16
Academic Committee:		Date:

9

Request for a Revised Course
Valdosta State University

Date of Submission: 10/26/2016 (mm/dd/yyyy)

Department Initiating Revision: MCL	**Faculty Member Requesting Revision:** Ofélia Nikolova

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

FREN 4900 Special Topics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: FREN 4900	Course Prefix and Number: FREN 4800
Credit Hours: 3	Credit Hours:
Course Title: Special Topics	Course Title:
Pre-requisites: FREN 3010 or MCL departmental approval.	Pre-requisites:
Course Description:	Course Description:

Semester/Year to be Effective: Spring 2017	**Estimated Frequency of Course Offering:** When needed

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Alignment of course number with e-French partners

Plans for assessing the effectiveness of the course: Tests, cultural presentations.

10

Approvals:		
College/Division Exec. Comm.: *Annie Richards*	Date: *11/8/16*
Dept. Head: *Ofelia R. Nikolova*	Date:
Dean/Director: *Annie Richards*	Date: *11/8/16*
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 27, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 10/26/2016 (mm/dd/yyyy)

Department Initiating Revision: MCL	**Faculty Member Requesting Revision:** Ofélia Nikolova

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

SPAN 4900 Special Topics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SPAN 4900	Course Prefix and Number: SPAN 4800
Credit Hours: 3	Credit Hours:
Course Title: Special Topics	Course Title:
Pre-requisites: SPAN 3010 or consent of the instructor.	Pre-requisites:
Course Description: Spe- cial topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.	Course Description: Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

Semester/Year to be Effective: Spring 2017	**Estimated Frequency of Course Offering:** When needed

Indicate if Course will be :   ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Alignment of course number with e-Spanish partners. Correcting the typo in the course description from the catalog.

12

Plans for assessing the effectiveness of the course: Tests, cultural presentations.

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: *11/8/16*	
Dept. Head: *Ofelia R. Nikolova*	Date:	
Dean/Director: *Connie Richards*	Date: *11/8/16*	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: October 27, 2016

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

F

Current Catalog Page Number:	Proposed Effective Date for Curriculum Change: (Month/Year): 01/2017	Degree & Program Name: (e.g., BFA, Art): WGST

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

Required courses   **9 hours**
   WGST 3000, WGST 3100, WGST 4400
 	
Elective Courses
Select 6 hours from the following: **6 hours**
   ARTH 4130 Women Artists
   WGST/ENGL 3330 Studies in Women and Literature
   WGST/HIST 4261 Women in the U.S. to 1869
 	
   WGST/HIST 4262 Women in the U.S., 1869 to the Present
   WGST/HIST 4270 History of Women in the U.S. South
   WGST/HIST 4280 History of U.S. Women Activists and Social Reformers
   WGST/REL 3600 Women and Religion
   WGST 4000 Masculinity Studies
   WGST 3630 Native American Women
   WGST 4100 Queer Theory
   WGST 4300 Global Feminism
   WGST 4500 Directed Study
   WGST 4600 Special Topics in Women's and Gender Studies
   CRJU 4700 Special Topics in Criminal Justice (Women in CJ)
   SOCI 4800/4810 Issues in Sociological Practice (Domestic Violence, Human Sexuality)
	Required courses 9 hours
	   WGST 3000, WGST 3100, WGST 4400
	
	Select 6 hours from the following: 6 hours
	   <u>Any upper division WGST course</u>
	   <u>ARTH 4130</u>
	   <u>CRJU 4700</u>
	   <u>SOCI 4800/4810</u>

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☒ Other: Facilitate scheduling and advising.

15

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.) Numbers of students in cross-listed courses

---

Approvals:

Department Head: _Catharine Oglesby_	Date: _11-7-16_
College/Division Exec. Committee: _Connie Richards_	Date: _11/8/16_
Dean(s)/Director(s): _Connie Richards_	Date: _11/8/16_
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

16

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

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: online under Education Specialist Degree with a Major in School Counseling found at the following: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) new

Degree and Program Name: Education Specialist Degree in School Counseling

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

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Georgia Professional Standards Commission

☐ Other

Source of Data to Support Suggested Change:

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

17

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

Data Sources:

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

18

Approvals:	
Department Head: *Mark A Whatley*	Date: 11-7-2016
College/Division Exec. Committee: *Lyn C. Mu*	Date: 11-10-16
Dean(s)/Director(s): *Lyn C. Mu*	Date: 11-10-16
Graduate Exec. Comm.: (for grad program) *T. Shr*	Date: 11-20-16
Graduate Dean: (for grad program) *T. Shr*	Date: 11-20-16
Academic Committee:	Date:

Form last updated: January 6, 2010

19

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): August /2017	Degree & Program Name: (e.g., BFA, Art): SLPD, Communication Sciences and Disorders

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Research Core ....18 CSD 9521 Single Subject Design in Clinically Based Research.......................................3 CSD 9998 Dissertation Proposal and Defense..3 CSD 9999 Dissertation............................ 9 RSCH 9840 Quantitative Research Methods in Education.. 3 or RSCH 9820 Qualitative Research Methods in Education Social and Cultural Aspects Core..................... 6 CSD 9530 Social & Cultural Aspects of Underserved Populations...............................3 and CSD 9531 Assessment and Management of Underserved Populations................................ 3 Advanced Clinical Intervention Core............9 CSD 9110 Advanced Clinical Supervison 3 CSD 9220 Advanced Clinical Intervention I 6 Professional Development Core................ 2 CSD 9000 Orientation to Doctoral Studies in CSD...0 CSD 9100 Professional Seminar in Doctoral Studies I...1 CSD 9200 Professional Seminar in Doctoral Studies II..1 Major Content Focus........................... 9 CSD 9500 Advanced Topics Major Focus-Literature Review.................................. 3 CSD 9510 Advanced Topics Major Focus-Applications... 3 CSD 9520 Advanced Topics Major Focus-Product.. 3	Research Core ....18 CSD 9521 Single Subject Design in Clinically Based Research......................................3 CSD 9998 Dissertation Proposal and Defense..3 CSD 9999 Dissertation............................9 RSCH 9840 Quantitative Research Methods in Education....................................... 3 or RSCH 9820 Qualitative Research Methods in Education Social and Cultural Aspects Core..................... 6 CSD 9530 Social & Cultural Aspects of Underserved Populations...............................3 and CSD 9531 Assessment and Management of Underserved Populations................................ 3 Advanced Clinical Intervention Core..................9 CSD 9110 Advanced Clinical Supervison.......... 3 <u>CSD 9220 Advanced Clinical Intervention I......3</u> <u>CSD 9230 Advanced Clinical Intervention II.....3</u> Professional Development Core................ 2 CSD 9000 Orientation to Doctoral Studies in CSD.................................0 CSD 9100 Professional Seminar in Doctoral Studies I.....................................1 CSD 9200 Professional Seminar in Doctoral Studies II....................................1 Major Content Focus.............................. 9 CSD 9500 Advanced Topics Major Focus-Literature Review................................. 3 CSD 9510 Advanced Topics Major Focus-Applications....................................... 3 CSD 9520 Advanced Topics Major Focus-

Minor Content Focus 1............................ **6** **CSD 9400 Advanced Topics Minor Force-** **Literature Review**...............................**3** **and** **CSD 9410 Advanced Topics Minor Focus-** **Applications** .... **3** **Elective Strands**.......................……..**6** **Total Hours Required for the Degree**.........**56**	Product.. 3 Minor Content Focus 1............................ 6 CSD 9400 Advanced Topics Minor Force- Literature Review..3 and CSD 9410 Advanced Topics Minor Focus- Applications ....3 Elective Strands...6 Total Hours Required for the Degree...............56

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: To continue to assess the effectiveness of intervention programs and outcomes using reliable and valid measures at both the individual and system levels.

☐ Meeting mandates of state/federal/outside accrediting agencies:

☒ Other: Critical course for the clinical doctorate to advance in their ability to mentor and coach others effectively

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student specific designs and implementation of assessment instruments, the number of treatment hours obtained during a semester, and data collected on intervention strategies was used to determine the use of one or two classes. The original intent was to have two classes.

21

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 SOIs and various surveys will be used as indirect measures to assess the effectiveness of the course

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Using single-subject design, students will collect data on implementation fidelity and intervention efficacy for several evidence-base interventions.

Approvals:		
Department Head: _Corine Myers-Jennings_	Date: _11-10-2016_
College/Division Exec. Committee: _Lyn C. Mui_	Date: _11-10-16_
Dean(s)/Director(s): _Lyn C. Mui_	Date: _11-10-16_
Grad. Exec. Committee: (for graduate course) _T. Sill_	Date: _11-20-16_
Graduate Dean: (for graduate course) _T. Sill_	Date: _11-20-16_
Academic Committee:	Date:

Form last updated: January 6, 2010

22

Request for a Revised Course
Valdosta State University

Date of Submission: 11/09/2016 (mm/dd/yyyy)

Department Initiating Revision: Communication Sciences and Disorders	**Faculty Member Requesting Revision:** Dr. Corine Myers-Jennings

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

CSD 9220 Advanced Clinical Intervention I

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: CSD 9220	Course Prefix and Number: CSD 9220
Credit Hours: 6	Credit Hours: 3
Course Title: Advanced Clinical Intervention I	Course Title: Advanced Clinical Intervention I
Pre-requisites:	Pre-requisites:
Course Description: A clinical practicum for the demonstration of evidence-based interventions; where students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population.	Course Description: A clinical practicum for the demonstration of evidence-based interventions; where students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population.

Semester/Year to be Effective: Fall/2017	**Estimated Frequency of Course Offering:** every semester

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: To continue to assess the effectiveness of intervention programs and outcomes using reliable and valid measures at both the individual and system levels.

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

☒ Other: Critical course for the clinical doctorate to advance in their ability to mentor and coach others effectively

23

Plans for assessing the effectiveness of the course: Using single-subject design, students will collect data on implementation fidelity and intervention efficacy for several evidence-base interventions. Student SOIs and various surveys will be used as indirect measures to assess the effectiveness of the course

24

Approvals:		
College/Division Exec. Comm.: *Lynn C. Mui*	Date:	11-10-16
Dept. Head: *Corine Myers-Jennings*	Date:	11-10-2016
Dean/Director: *Lynn C. Mui*	Date:	11-10-16
Graduate Exec. Comm.(if needed): *T. Sphr*	Date:	11-20-16
Graduate Dean (if needed): *T. Sphr*	Date:	11-20-16
Academic Committee:	Date:	

Form last updated: November 9, 2016

25

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10-17-2016 (mm/dd/yyyy)

Department Initiating Request: Communication Sciences and Disorders	**Faculty Member Requesting:** Corine Myers Jennings
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CSD 9230	**Proposed New Course Title:** Advanced Clinical Intervention II **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv Clinical Interv II
Semester/Year to be Effective: Fall 2017	**Estimated Frequency of Course Offering:** Every Semester

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

Lecture Hours: 1	**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.) Pre-requisites: CSD 9220. A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population. An online seminar will enable students to share their findings and discuss evidence-based practices. Students must document a minimum of 150 intervention hours focused on increasing their evidence-based intervention effectiveness.

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: To continue to assess the effectiveness of intervention programs and outcomes using reliable and valid measures at both the individual and system levels.

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

☒ Other: critical course for the clinical doctorate program

Source of Data to Support Suggested Change:

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

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

26

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 various surveys

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Using single-subject design, students will collect data on implementation fidelity and intervention efficacy for several evidence-base interventions. These data will aid in decision making practices toward treatment.

☐ Other:

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

Approvals:		
Dept. Head: *Corine Myers-Jennings*	Date: 11-10-2016	
College/Division Exec. Comm.: *Lynn C. Mi*	Date: 11-10-16	
Dean/Director: *Lynn C. Mi*	Date: 11-10-16	
Graduate Exec. Comm.: (for graduate course): *T. Spht*	Date: 11-20-16	
Graduate Dean: (for graduate course): *T. Spt*	Date: 11-20-16	
Academic Committee:	Date:	

Form last updated: January 6, 2010

28

Dewar College of Education and Human Services
Valdosta State University
Department of Communication Sciences and Disorders

CSD 9230

Advanced Clinical Intervention II

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 life-long process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Standards for Accreditation of Graduate Education Programs in Speech-Language Pathology (CAA)

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the 9 areas

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders,

1

including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

REQUIRED TEXTBOOKS: No textbook required. Articles will be made available online to accompany lectures and discussions.

INSTRUCTORS

Name:
Office:
Office Phone:
Email Address

COURSE DESCRIPTION:
Pre-requisite: Successful completion of CSD 9220

A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple, evidence-based assessments/interventions with an appropriate client population. An online seminar will enable students to share their findings and discuss evidence-based practices. Students must document a minimum of 150 intervention hours focused on increasing their evidence-based intervention effectiveness.

COURSE OBJECTIVES The student will:
CO 1. Demonstrate the ability to plan, implement and evaluate a supervisory plan in various practice settings.

30

CO 2. Demonstrate the ability to identify a client need, find appropriate evidence-based assessments or interventions, implement the intervention and evaluate the results.
CO 3. Demonstrate the ability to plan, facilitate and evaluate a professional development activities highlighting a particular evidence-based practice.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
I. Supervisory Planning-Supervising Teletherapy
II. Assessment/Intervention Prospectus Project- Complete prospectus while
III. highlighting 3 related assessment/intervention research studies
IV. Submit a proposal to a professional conference. The proposal type may include a poster, seminar, group panel, etc.

COURSE EVALUATION
I. Supervisory Planning- Supervising Teletherapy/Teletherapy Lesson Plan
   50 pts
II. Assessment/Intervention Prospectus- Complete prospectus while highlighting 3 related assessment/intervention research studies
   300 pts
III. Professional Development-Proposal Submission   150 pts

A= 500-460pts   B=459-410 pts

ATTENDANCE POLICY
Not applicable

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

31

information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

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.

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 PROGRAM
Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Spring 2017	**Degree and Program Name:** Master of Arts in Teaching with a major in Education (Concentration in Agriculture Education)

Requirements: (attach new or revised course proposals separately)
Employed Teacher Track

MGED 2999
Entry to the Education Profession   0
or SEED 2999
Entry to the Education Profession
MSED 5600
Content Teaching Methods of Middle Grades or Secondary Education   3
MSED 6001
Planning for Middle or Secondary Teaching   3
MSED 6002
Assessment in Middle or Secondary Education   3
MSED 6004
Content Area Literacy for Middle and Secondary Teachers   3
MSED 6010
Employed Teacher Track Internship 1   3
MSED 6020
Employed Teacher Track Internship 2   6
MSED 6000
Written and Verbal Communication for Teachers   3
MSED 6003
Differentiation and Multicultural Education in Middle or Secondary Education   3
MSED 6005
Educational Philosophy, Law and Ethics 3
MSED 6300
MAT Capstone 3
RSCH 7100
Research Methodology in Education   3
Total Hours Required for the Degree   36

Full-Time Student Track

MGED 2999
Entry to the Education Profession   0
or SEED 2999

33

Entry to the Education Profession	
MSED 6001	
Planning for Middle or Secondary Teaching	3
MSED 6002	
Assessment in Middle or Secondary Education	3
MSED 6004	
Content Area Literacy for Middle and Secondary Teachers	3
MSED 6000	
Written and Verbal Communication for Teachers	3
MSED 6003	
Differentiation and Multicultural Education in Middle or Secondary Education	3
MSED 6005	
Educational Philosophy, Law and Ethics	3
MSED 5700 3 →Title	
MSED 6100	
Apprenticeship in Teaching	3
MSED 6200	
Student Teaching	6
MSED 6300	
MAT Capstone	3
RSCH 7100	
Research Methodology in Education	3
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. 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 Adding the MAT in Education with a major in Education and a concentration in Agriculture Education is the result of a collaborative with Abraham Baldwin Agricultural College (ABAC) to prepare more teachers in Agriculture Education.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Discussions with administrators at ABAC and the University System of Georgia regarding the need to prepare more teachers in Agriculture Education.

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

Assessment Plan for the proposed program: The assessment plan will consist of EPP and program assessments approved by the Georgia Professional Standards Commission.
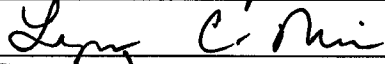

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.
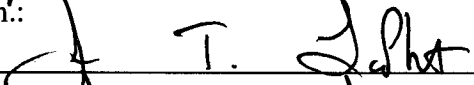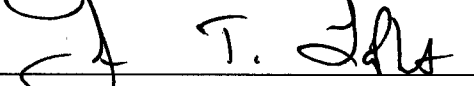
Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:		
Dept. Head:		Date: 11/10/16
College/Division Exec. Comm.: _Lynn C. Mui_		Date: 11/10/16
Dean/Director: _Lynn C. Mui_		Date: 11/10/16
Graduate Exec. Comm.: (for graduate program) _T. Light_		Date: 11-20-16
Graduate Dean (for graduate program): _T. Light_		Date: 11-20-16
Academic Committee:		Date:

Form last updated: January 21, 2010

35

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: Departmment of Middle, Secondary, REading, and Deaf Education	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2017

Degree and Program Name: Master of Arts in Teaching with a major in Education (Concentration in Agriculture Education)

Present Requirements: The department also offers a variety of Master of Arts in Teaching (M.A.T.) degrees resulting in clear/renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Middle Grades Education or Secondary Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.	Proposed Requirements: (highlight changes after printing) The department also offers a variety of Master of Arts in Teaching (M.A.T.) degrees resulting in clear/renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Middle Grades Education, Secondary Education, or Agriculture Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

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 Adding the MAT in Education with a major in Education and a concentration in Agriculture Education is the result of a collaborative with Abraham Baldwin Agricultural College (ABAC) to prepare more teachers in Agriculture Education.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The assessment plan will consist of EPP and program assessments approved by the Georgia Professional Standards Commission.**

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

3 6

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The effectiveness of the program will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.**

Approvals:	
Department Head: _~~B~~/~~Gall~~_	Date: _11/10/16_
College/Division Exec. Committee: _Lynn C. Mui_	Date: _11/10/16_
Dean(s)/Director(s): _Lynn C. Mui_	Date: _11/10/16_
Graduate Exec. Comm.: (for grad program) _J. T. Silt_	Date: _11-20-16_
Graduate Dean: (for grad program) _J. T. Silt_	Date: _11-20-16_
Academic Committee:	Date:

Form last updated: January 6, 2010

38

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/12/2016 (mm/dd/yyyy)

Department Initiating Request: Middle Grades, Secondary, Reading, and Deaf Education	Faculty Member Requesting: Barbara J. Radcliffe
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MSED 5700	**Proposed New Course Title:** Agriculture Education Methods **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) ~~Agr. Ed. Methods~~ Agriculture Education Methods
Semester/Year to be Effective: Summer 2017	**Estimated Frequency of Course Offering:** Twice a year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours: 2	Lab Hours: 2	Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Appropriate 2999 course; Co-requisite: MSED 6100. Examine agriculture education teaching methods in middle grades and secondary education (6th-12th) in accordance with national and state standards. A field experience is required.

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

☒ Improving student learning outcomes: MSED 5700 will be designed for students electing agriculture education as a concentration area. Having a methods course focused specifically on agriculture education will allow for a deeper exploration of agriculture content as well as effective methods for teaching agriculture education.

☒ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5700 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

☐ Other:

39

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.) An agriculture education methods course will allow candidates to learn effective teaching methodologies for agriculture instruction and prepare candidates for the state-mandated pedagogical content knowledge assessment.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) EPP and progam assessments approved by the Georgia Professional Standards Commission.

☐ Other:

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

40

Approvals:	
Dept. Head: _[signature]_	Date: 11/10/16
College/Division Exec. Comm.: _Lynn C. Min_	Date: 11/10/16
Dean/Director: _Lynn C. Min_	Date: 11/10/16
Graduate Exec. Comm.: (for graduate course): _T. Light_	Date: 11-20-16
Graduate Dean: (for graduate course): _T. Light_	Date: 11-20-16
Academic Committee:	Date:

Form last updated: January 6, 2010

41

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

MSED 5700
Agriculture Education Methods
3 Semester Hours

Guiding Principles (DEPOSITS)

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

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

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

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

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

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

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

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

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

Positively Impacting Learning Through Evidence-Based Practices 1

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course; Co- requisite: MSED 6100. Examine agriculture education teaching methods in middle grades and secondary education (6th-12th) in accordance with national and state standards. A field experience is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

A *LiveText* software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.

COURSE OBJECTIVES

Numbers in parentheses following objectives refer to InTASC Standards.
By the end of the semester, candidates will:
1. Demonstrate knowledge and skills needed for teaching agriculture education in middle grades and secondary classrooms in accordance with ethical conduct and professional standards (InTASC Standards 4, 5, 6, 8, CPL1.1, CPL 1.2).
2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving and inquiry-based learning (InTASC 3-9, AL2.1, CPL1.1, CPL 1.2, CPL 2.3).
3. Develop agriculture education lessons that are based on the GaDOE Georgia Performance Standards for Agriculture, Food and Natural Resources Career Clusters and Pathway Courses and will instruct and motivate students, as well as provide for individual differences of middle grades and secondary students (InTASC Standards 1, 2, 4, 5, 7, 8, 9; CPL1.3, 2.1).
4. Use technology to analyze instructional effectiveness.
5. Use concrete models to teach new concepts, to expand and reinforce established concepts, and to help students see familiar topics in new and different ways (InTASC Standards 5, 8; CPL1.1, CPL 1.2).

43

6. Use technology to assist in students' learning agriculture content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8; $TL_{3.1}$, CPL1.1, CPL 1.2).
7. Collaborate with other educators to plan and provide for students' effective learning experiences (InTASC Standards 4, 5, 7, 8, 10).
8. Connect agriculture and technology to other disciplines through applications and interdisciplinary curriculum models (InTASC Standards 1, 2, 3, 4, 5, 7, 8, 10).
9. Demonstrate a developmentally appropriate learner-oriented approach to teaching agriculture while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9; DL2.1, $DL_{2.2}$, $DL_{2.3}$).
10. Demonstrate knowledge of state and national professional agriculture organizations, the services they offer, and professional literature available for agriculture teachers (InTASC Standards 4, 9, 10; TL1.3).
11. Observe and participate in authentic course requirements and field experiences in their middle and secondary school placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

Professional Membership in the American Association for Agricultural Education: The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and your desire to grow professionally. The American Association for Agricultural Education is the professional organization for agriculture education and agriculture educators. As a future agriculture educator, you will join the American Association for Agricultural Education via a student membership. (CO 10)

Professional Organization Website Review: Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the American Association for Agricultural Education website Education (http://aaaeonline.org/). (CO 2, 3, 6, 9)

Professional Literature Review: You will overview an issue of the *Journal for Ag Education* following the provided guidelines. (CO 1, 2, 5).

Lesson Plans: During the semester, you will research, select, and plan three agriculture lessons. You will use the MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study. (CO 2, 4, 6, 7, 8)

Formative and Summative Assessments: The assessment of student learning informs educational practitioners about students' progress and lesson effectiveness. You will review a number of national, international and regional agriculture assessments as well as websites to gather ideas and approaches to

44

assessment design. You will create a bank of agriculture education assessment resources pertinent to your discipline and student grade level. (CO 1, 2, 9)

Designing a Learning Environment: Agriculture educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self- motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 2, 3, 5, 6)
*** **LiveText**: The *Designing a Learning Environment* will be one of your portfolio artifacts for CFS V-G and must be uploaded correctly before a grade can be assigned.

Reflective Practice: Students will write reflections on observations and participation in middle and secondary agriculture classrooms. The number of reflections will vary based on questions provided by the professor and will be graded based on Satisfactory or Unsatisfactory completion of the written reflection. (CO 1, 2, 4, 6, 7, 8).

Class Presentation: In the teaching profession, educators are often asked to teach and share lessons with peers as part of school-wide professional development. As a final class project, you will teach a student-centered, hands-on, minds-on agriculture mini lesson to your peers. The lesson will be a collaboratively or independently planned. Include a log to document group collaboration.

COURSE EVALUATION

If 0 points are accumulated in any of the following categories, student will be ineligible to receive a grade of A.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

Assessment/Evaluation   **Point Value**

Professional Membership
Professional Organization Website Review
Lesson Plans
Formative and Summative Assessments
Designing a Learning Environment
Reflective Practice
Class Presentation

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

45

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), "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" (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in Times New Roman 12 point font style with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

46

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

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

DESCRIPTION OF ACADEMIC DISHONESTY

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

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

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for

Positively Impacting Learning Through Evidence-Based Practices

students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

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.

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

STUDENT OPINION OF INSTRUCTION

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

48

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.

49

REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:

☒ Core Curriculum
Specify: Area A,B,C,D,F
F

☒ Senior Curriculum

☐ Graduate Curriculum

☐ Other Curriculum

Current Catalog Page Number: http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/adult-careereducation/bs-office-administration-technology/	Proposed Effective Date for Curriculum Change: (Month/Year): January, 2017	Degree & Program Name: (e.g., BFA, Art): BS Office Administration & Technology

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Area F Requirements 18 ACED 1100 Introduction to Business 3 ACED 2000 Beginning Keyboarding 3 ACED 2400 Computer Technology for the Workplace 3 or CS 1000 Introduction to Microcomputers and Applications ACCT 2101 Principles of Accounting I 3 BUSA 2106 The Environment of Business 3 ECON 1500 Survey of Economics 3 or ECON 2106 Principles of Microeconomics All courses in Area F must be completed with a grade of "C" or better.	Area F Requirements ACED 1100 Introduction to Business 3 ACED 2000 Beginning Keyboarding 3 ACED 2400 Computer Technology for the Workplace or CS 1000 Introduction to Microcomputers and Applications 3 <u>Area F Electives (Choose 9 hours from ACCT 2101 Principles of Accounting I, BUSA 2106 The Environment of Business, ECON 1500 Survey of Economics, ECON 2106 Principles of Microeconomics, or other advisor-approved technology or business-related elective)</u> All courses in Area F must be completed with a grade of "C" or better.
Major Course Requirements 60 ACED 2050 Communications for the Workplace 3 ACED 2300 Intermediate Keyboarding 3 ACED 2700 Desktop Publishing 3 ACED 3101 Computerized Office Accounting 3 ACED 3150 Computer Systems for the Office 3 ACED 3400 Applied Computer Technology 3 ACED 3610 Web Design and Multimedia 3 ACED 4020 Virtual Office Technology 3 MKTG 3050 Introduction to Marketing 3 ACED 4050 Workforce Development and Management 3 ACED 4070 Office Applications 3	Major Course Requirements 60 ACED 2050 Communications for the Workplace 3 ACED 2300 Intermediate Keyboarding 3 ACED 2700 Desktop Publishing 3 <u>ACED 3000 Office Calc and Records Mgnt 3</u> ACED 3101

50

ACED 4160 Administrative Office Procedures 3 **ACED 4300 Practicum in Adult and Career Education 3** **ACED 4550 Health and Safety in the Work Environment 3** **ACED 4820 Project Management for Technical Professionals**	Computerized Office Accounting 3 ACED 3150 Computer Systems for the Office 3 ACED 3400 Applied Computer Technology 3 ACED 3610 Web Design and Multimedia 3 ACED 4020 Virtual Office Technology 3 ACED 4050 Workforce Development and Mgnt 3 ACED 4070 Advanced Doc Processing 3 ACED 4160 Administrative Office Procedures 3 ACED 4820 Project Mgnt for Tech Professionals 3 ACED 4300- A Practicum/ACED OR ACED 2940 Basic Office Admin Exp Lrng 3
Guided Electives **Select 15 hours; at least 6 hours must be at the 3000-4000 level**	Guided Electives 18 NOTE: Students need a total of 39 hours of course work at the 3000-4000 level in the Major and Guided Electives. Select 18 hours:
ACED 3600 History and Philosophy of Career Education **ACED 3940 Interm Admin Office Tech Sklls** **ACED 4810 Contemporary Skills for the Workplace** **ACCT 2102 Principles of Accounting II** **AFAM 2020 Race, Class, and Gender** **BUSA 2100 Applied Business Statistics** **BUSA 3200 Free Enterprise Education** **COMM 1100 Human Communication** **COMM 1110 Public Speaking** **COMM 2300 Interpersonal Communication** **CS 1010 Algorithmic Problem Solving** **CS 1301 Principles of Programming I** **ECON 1500 Survey of Economics** **ECON 2105 Principles of Macroeconomics**	ACED 2940 Basic Admin Office Tech Skills 3 ACED 3600 History and Philosophy of Career Ed 3 ACED 3800 Multicultural Workforce Issues 3 ACED 3940 Interm Admin Office Tech Skills 3 ACED 4300 Practicum in ACED 3 ACED 4550

ECON 2106 Principles of Microeconomics	Health and Safety in the Work Env
ENGL 2080 Grammar and Style	3
ENGL 3010 Writing for Business	ACED 4810
ENGL 3020 Technical Writing and Editing	Contemporary Skills for the
FIN 3350 Financial Management	Workplace 3
KSPE 2000 Health and Wellness for Life	ACED 4830
KSPE 2800	Technology Work and
LEAS 1100 Introduction to Paralegalism	Performance 3
LEAS 3200 Legal Research I	ACCT 2099 Accounting Principles
LIBS 1000 Introduction to Library Resources	for Entrepreneurs 3
MGNT 3250 Management and Organization Behavior	ACCT 2101
MGNT 3910 Small Business Management	Principles of Accounting I 3
MGNT 4000 Human Resource Management	ACCT 2102
MGNT 4800 International Management	Principles of Accounting II 3
MKTG 4680 International Marketing	AFAM 2020
MKTG 4750 Marketing of Services	Race, Class, and Gender 3
PERS 2110 Ethical Concepts in Technology	BUSA 2100
PERS 2485 Medical Terminology for Health and Wellness	Applied Business Statistics 3
PERS 2680 Crossroads, Cross Cultures: Exploring the Global Village	BUSA 2106 Legal Enfironment of Business 3
PERS 2730 Internet Technology	BUSA 3200
PERS 2750 Exploring the Information Society	Free Enterprise Education 3
PHIL 3150 Ethics and Business	COMM 1100
SPAN 1001 Beginning Spanish Language and Introduction to Hispanic Cultures, I	Human Communication 3
	COMM 1110
SPAN 1002 Beginning Spanish Language and Introduction to Hispanic Cultures, II	Public Speaking 3
	COMM 2300
THEA 1000 Voice and Diction	Interpersonal Communication
or other advisor-approved electives	3
	CS 1010
	Algorithmic Problem Solving
	3
	CS 1301
	Principles of Programming I
	3
	ECON 1500
	Survey of Economics 3
	ECON 2105
	Principles of Macroeconomics
	3
	ECON 2106
	Principles of Microeconomics
	3
	ENGL 2080
	Grammar and Style 3
	ENGL 3010
	Writing for Business 3
	ENGL 3020
	Technical Writing and Editing 3
	FIN 1500

	Fundamentals of personal Finance 3
	FIN 3350
	Financial Management 3
	KSPE 2000
	Health and Wellness for Life 3
	LEAS 1100
	Introduction to Paralegalism 3
	LEAS 3200
	Legal Research I 3
	LEAS 3201
	Legal Research II 3
	LEAS 3230
	Criminal Law and Procedure 3
	LEAS 4210
	Consumer Law 3
	LEAS 4220
	Administrative Law 3
	LEAS 4230
	The Law of Real Property Transactions 3
	MGNT 3250
	Management and Organization Behavior 3
	MGNT 3910
	Small Business Management 3
	MGNT 4000
	Human Resource Management 3
	MGNT 4800
	International Management 3
	MKTG 3050
	Principles of Marketing 3
	MKTG 4680
	International Marketing 3
	MKTG 4750
	Marketing of Services 3
	ORGL 3000
	Reflective Seminar I 1
	ORGL 3050
	Reflective Seminar II 1
	ORGL 4000
	Reflective Seminar III 1
	POLS 3600
	Introduction to Public Admin 3
	POLS 3610
	Public Admin and Public Policy 3
	POLS 4600
	Government Org and Admin 3
	POLS 4610

	Public Personnel Admin 3
	POLS 4620
	Public Finanance Admin 3
	POLS 4650
	Intergovernmental Relations 3
	POLS 4670
	Quality Mgnt in Public Admin 3
	PSYC 3800
	Industrial/Organizational Psychology 3
	OR other advisor-approved electives
	Total hours required for the degree 120

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.

☒ Improve student learning outcomes: Two courses (MKTG 3050 and ACED 4550) are being moved to the list of Guided Electives to ensure that the MAJOR COURSE REQUIREMENTS are more targeted toward office administration and technology stated program outcomes.

Some content from ACED 4070 is being moved to a new courses, ACED 3000.

ACED 3000 OFFICE CALCULATIONS AND RECORDKEEPING:

Students were taking business math as part of ACED 4070 at the end of the program; however they need business math and specific accounting and recordkeeping skills to better prepare them for ACED 3101 Computerized Office Accounting, where students apply these principles using QuickBooks. For this reason, the business math and filing content has been moved from ACED 4070 into the new course, ACED 3000 Office Calculations and Recordkeeping. Targeted accounting principles that students will need in the office, and also to be better prepared for ACED 3101, will be a part of the new ACED 3000 course; and the new course will now be the prerequisite for ACED 3101.

ACED 4070 ADVANCED DOCUMENT PROCESSING:

The other content from ACED 4070 related to machine transcription will remain, and the course will be renamed Advanced Document Processing. The APA-Style Business Report from ACED 2050 Communication for the Workplace will also be moved into ACED 4070 to leave more time in ACED 2050 for intensifying the grammar and mechanics content which our students need more exposure to. Current document processing technology related to PDF forms, e-signatures, and security will also be added to the 4070 course.

☒ Adopting current best practice(s) in field: The course is being updated to include current technology related to electronic documents.

54

☐ Meeting mandates of state/federal/outside accrediting agencies:

☒ Other:

To better align the OAT major with other online options on campus, such as Org Leadership and Human Capital Performance, it has been recommended by Academic Affairs that we offer a more flexible Area F, where students could seamlessly transfer credits appropriate to the major. Post-traditional students are currently choosing the other majors because in them the path to graduation is more flexible, which equates to time and money for these savvy consumers. The students transferring into OAT are (a) currently working in the field of office administration and technology, (b) transferring in with office, computer, or business-related associate degrees, or (c) have credits in other related areas plus a desire to add office administration and technology skills to enhance their career path .

TCSG PATHWAYS students currently transfer into OAT with Area F considered complete based on the agreements already in place. Students often transfer into the program with courses similar to our ACCT, BUSA, ECON and MKTG courses, which are considered as courses appropriate to the major for Area F. Sometimes those courses taken at other institutions do not transfer into VSU, forcing students to retake the courses. If students other than PATHWAYS students transfer in without such courses, OAT advisors will evaluate their transcripts, and guide them to take the most appropriate courses to fulfill Area F and Guided Electives.

Plan for assessing the effectiveness of the proposed change: Results of end-of-program surveys that measure perceptions of students related to office administration and technology skills they have learned in the program will be compared to results of previous surveys. Professors in the ACED 3101 Computerized Accounting Course will be able to compare student readiness for that course to previous semesters where students did not have ACED 3000 as a prerequiste. ePortfolio results from previous semester can be compared to results from future semesters to assess the impact of the increased focus on advanced document processing in the ACED 4070 course.

Approvals:

Department Head: *Reynold L Martinez*		Date: 11/10/16
College/Division Exec. Committee: *Lynn C. Minor*		Date: 11/10/16
Dean(s)/Director(s): *Lynn C. Minor*		Date: 11/10/16
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:

55

Academic Committee:	Date:

Form last updated: August 6, 2009

56

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/undergraduate/academic-programs/education-human-services/adult-careereducation/bs-office-administration-technology/	Proposed Effective Date for Revised Catalogue Copy: (new or revised) January, 2017

Degree and Program Name: B.S. Degree with a Major in Office Administration and Technology

Present Requirements:	Proposed Requirements: (highlight changes after printing)
Selected Educational Outcomes	Selected Educational Outcomes
1. Students will demonstrate the ability to integrate into simulated activities higher level office administration skills as follows: a. decision-making b. spreadsheet creation c. presentation and communication d. word processing e. desktop publishing	1. Students will demonstrate the ability to integrate into simulated activities higher-level office administration skills as follows: a. decision-making b. communication c. data management d. spreadsheet creation e. computerized accounting f. presentation g. word processing h. desktop publishing i. web design j. project management
2. Program interns will demonstrate an acceptable level of competence in workplace skills.	2. Students will demonstrate an acceptable level of competence in workplace skills.
3. Program graduates will report an adequate level of their perceived competence with the following computer technology applications: a. operating system software b. word processing software c. e-mail and messaging software d. database software e. spreadsheet software f. presentation software g. desktop publishing software h. computerized accounting software i. webpage design software.	3. Program graduates will report an adequate level of their perceived competence with the following computer technology applications: a. operating system software b. word processing software c. e-mail and messaging software d. database software e. spreadsheet software f. presentation software g. desktop publishing software h. computerized accounting software i. webpage design software.

57

Examples of Outcome Assessments
1.　　Students will be assessed on their performance on simulated activities in ACED 4160(Administrative Office Procedures).

2.　　Program interns will be assessed on their practicum experience through direct observation using a rating scale by the job site supervisor. Program interns and job site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.

3.　　Program graduates will respond to a survey relating their perceptions about their preparation for using a variety of computer/technology applications.

Online Bachelor Completion Option
Selected Educational Outcomes
1.　　Program graduates will demonstrate an acceptable level of competency in job skills.
2.　　Program graduates will demonstrate the ability to integrate into simulated activities such higher level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem-solving skills.
3.　　Program graduates will report an adequate level of perceived competence in a variety of computer technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.
Examples of Outcome Assessments
1.　　Students will be assessed through an e-portfolio that will be submitted before the end of their final semester.
2.　　Students will be assessed on their performance of simulated activities in ACED 4160 (Administrative Office Procedures).
3.　　Students will respond to a survey relating to their perceptions about their preparation for using a variety of computer/technology applications.
Admission to Online Bachelor Completion Option

Examples of Outcome Assessments
1.　　Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
2.　　Program interns will be assessed on their practicum experience through direct observation using a rating scale by the job site supervisor. Program interns and job site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses. Students who document experiential learning credit will be assessed through an e-portfolio that will be submitted before the end of their final semester instead of completing the internship.
3.　　Program graduates will respond to a survey relating their perceptions about their preparation for using a variety of computer/technology applications.

(*NOTE: Delete OBC Option)

Students must be admitted to the Online Bachelor Completion (OBC) Option in order to enroll in junior- and senior-level OAT-OBC course work. The requirements for admission into the OBC Option are that the student will have:
1.   met University System of Georgia core curriculum requirements (or equivalent).
2.   achieved at least an overall 2.3 GPA.
3.   successfully completed all Area F courses (or exemptions) with a grade of "C" or better.
4.   successfully qualified for 3 experiential credits in ACED 2940 with a minimum of 3 years of valid, verifiable work experience.
5.   provided evidence of online readiness through an assessment tool such as the University System of Georgia's Student Online Readiness Tool (SORT).

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other

This catalog change request is asking to merge the two separate OAT options into one. It has become obvious during the administration of the OAT Online Bachelor Completion Option that the recordkeeping to keep three groups of OAT students separate is really of no value to the students or to the program. The students in all three groups follow the same curriculum. The majority of students in all three groups are non-traditional transfer students. Some students must take all of their classes online because they live so far away from VSU or they work full-time. On-campus students can take either online or on-campus courses. This will not change by merging the different OAT options into one.

The three groups of students that we are proposing to merge back into one group (OAT) are currently coded as:
1. OAT = on-campus majors
2. OATX = online students who have not yet met entrance requirements for the Online Bachelor Completion Option
3. OATO = online students who HAVE met entrance requirements for the Online Bachelor Completion Option.

This catalog change is needed to eliminate unnecessary barriers to students, reduce cumbersome procedures, and allow advising to be more evently distributed among the OAT faculty.

With only two advisors responsible for OATX and OATO majors in the OAT-Online Bachelor Completion (OBC) Option, each one is responsible for advising over 60 majors. The other three OAT advisors share a smaller number of on-campus majors. Advising a post-traditional

59

transfer student via email and telephone is much more complex than advising face-to-face students, requiring significantly more time, making 60 online advisees a heavy load. The OAT-OBC coordinator has developed and maintained a web site to ensure that students have resources they need. The two OBC advisors, who are also professors each teaching full loads, share program documents, student records, and an advising database on the V Drive. Merging the OAT-OBC Option with the traditional OAT Program Option will increase efficiency and streamline the procedures currently in place.

Eliminating the entrance requirements will reduce not only the paperwork, but also the artificial barriers online students currently face upon entering the program. Streamlining the process and aligning it with the reality of the student population will allow the current OAT advising team to better manage the growing enrollment numbers, while still maintaining the integrity of the program.

The OBC Option has been in place since Fall, 2011, as VSU's first undergraduate online bachelor completion option. The admissions requirements were put into place to create a differentiation between the online program and the face-to-face program so that our face-to-face students would not "jump ship" to the online option. The OBC Option now serves over 140 online majors, all recruited from outside, with maybe a handful of non-traditional students who have transferred over from the face-to-face program to the OBC Option to take advantage of the opportunity to use experiential learning credits for their work experience. While very few on-campus students have moved over to the OBC option, these students are able to enroll in the online classes, and many opt for that flexibility.

During the five years of operation, it has been noted that almost no students apply to the program meeting the original admissions requirements (3 years of work experience and Areas A-F completed). Almost all students have been admitted provisionally, as OATX majors, and OBC Advisors have assisted them in meeting the requirements, which is when they are manually switched to OATO as "fully accepted" to the program. Because of the timing of when students complete Core classes or submit their paperwork for experiential learning credit, some students remain as OATX majors until right before graduation. The differentiation between OATX and OATO majors is inconsequential to student progress through the program, and just requires extra paperwork and coding.

No other online degree program at VSU has set a minimum GPA requirement above the VSU Admissions requirement for students to be admitted. Nontraditional adult learners often transfer into VSU with several transcripts that span many years. A GPA from 10 or 20 years ago most likely does not reflect a student's ability to succeed in a degree program today. To be competitive with other online degree programs at VSU and to align with the on-campus OAT option, the GPA requirement of 2.3 to enter the program should be removed. If a student meets VSU admission requirements, they will be allowed to enroll in OAT. The OAT advisor needs to work with students who have low GPAs to ensure that they schedule classes appropriately so that they have a chance to raise that GPA to the required 2.3 before they can register for the capstone courses that require it.

It has become obvious during the administration of the program that the recordkeeping to keep three groups of students (OAT, OATX and OATO) separate is really of no value to the program or the students. This catalog change is needed to eliminate unnecessary barriers to students and cumbersome procedures for advisors and the Registrar.

Plan for assessing the effectiveness of the proposed change: OAT advisors should see an immediate reduction in the amount and complexity of paperwork required for admitting and tracking students. Admissions and Registrar personnel will be interviewed to assess the impact this streamlining has on reducing confusion related to the admissions requirements and the coding of OAT, OATX and OATO majors. Outcomes assessments for the two previous option will remain the same with the exception of merging #2 under Examples of Outcome Assessments. Students who do not complete the internship because of experiential learning credit will continue to complete an e-portfolio.

Approvals:	
Dept. Head: *Reynold L. Martin*	Date: 11/10/16
College/Division Exec. Comm.: *Lynn C. Min*	Date: 11/10/16
Dean/Director: *Lynn C. Min*	Date: 11/10/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

62

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 9/20/2016 (mm/dd/yyyy)

Department Initiating Request: Adult & Career Education	Faculty Member Requesting: Vesta R. Whisler
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 3000	**Proposed New Course Title:** Office Calculations and Recordkeeping **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Office Calc and Recordkeep
Semester/Year to be Effective: Spring/2017	**Estimated Frequency of Course Offering:** Twice a year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ACED 2400 or CS 1000 or instructor consent. Focus on major aspects of workplace recordkeeping functions—business calculations, accounting fundamentals, and records management. Emphasis in the course is on solving business mathematics problems, studying and preparing a variety of accounting documents, and completing a filing simulation.

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: ACED 4070 has traditionally been considered as one of the two program capstone courses, along with ACED 4160 Office Procedures. It has, however, been used to teach new content in three un-related areas: business math, filing, and transcription—which doesn't seem to fit the definition of a "capstone." Some of this content (business math and filing) will benefit students by being offered earlier in the program, as a prerequisite for ACED 3101 Computerized Accounting. The professor of the Computerized Accounting course has observed over the years that students coming into the course actually need to be better prepared in practical business math applications and basic bookkeeping, as well as basic accounting principles. The ACED 3000 course is being designed with this in mind.

☐ Adopting current best practice(s) in field:

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

☐ Other:

63

Plans for assessing the effectiveness of the course: SOI results will be used to assess effectiveness of the ACED 3000 course. The professor of the ACED 3101 course, which ACED 3000 is now a prerequisite for, will assess the preparation of students with a pretest.

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

64

Approvals:	
Department Head: *Reynaldo L Martinez*	Date: 11/10/16
College/Division Exec. Committee: *Lynn C. Minor*	Date: 11/10/16
Dean(s)/Director(s): *Lynn C. Minor*	Date: 11/10/16
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

65

ACED 3000
OFFICE CALCULATIONS AND RECORDKEEPING
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Prerequisite: ACED 2400 or CS 1000 or instructor consent. Focus on major aspects of workplace recordkeeping functions—business calculations, accounting fundamentals, and records management. Emphasis in the course is on solving business mathematics problems, studying and preparing a variety of accounting documents, and completing a filing simulation.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Materials for this course are available as Open Educational Resources. For example, records management materials are available through the ARMA.org and OER Commons; business calculations content can be found in a *Personal Finance* text available through Creative Commons; accounting

practice documents and content are available in an *Accounting Principles I* text available through OER Commons.

REQUIRED MEDIA

Microsoft Office Suite (Word, Excel, PowerPoint, Access) v. 2007-2016

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Demonstrate proficiency in using the touch system on a 10-key pad for performing the fundamental processes of addition, subtraction, multiplication, and division rapidly and accurately.

2. Use a systematic approach to solve word problems involving basic business mathematical concepts.

3. Demonstrate an understanding of accounting terminology.

4. Create accounting documents related to office operations.

5. Demonstrate an understanding of the records management cycle.

6. Understand and apply the basic principles and procedures for effective document filing and retrieval.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Successful completion of business mathematics worksheets, calculator, and spreadsheet exercises to demonstrate knowledge of specific office calculation concepts.

2. Successful creation of accounting documents.

3. Successful completion of exercises to demonstrate knowledge of specific filing rules.

4. Achievement of passing score **(70%)** on the end of unit exams which will be given at the culmination of each of the units to be covered (calculation, accounting basics, records management).

5. Creation and compilation of various documents integrated in an office simulation project.

COURSE EVALUATION

Office Calculation/Business Math Activities and Exam	300 pts
Accounting Basics/Documents Activities and Exam	300 pts
Records Management/Filing Unit Worksheets and Exam	300 pts
Final Integrated Project	100 pts
TOTAL =	**1,000 pts**

69

ATTENDANCE POLICY

- Students who through lack of participation miss more than 20% of course requirements will be subject to receiving a failing grade in the course.

- Discontinuance of class attendance without officially withdrawing from the course is sufficient cause for receiving a failing grade in the course.

PROFESSIONALISM

It is our goal to assist you in developing a more professional mindset about both online and face-to-face communication. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is important for you to consider the tone of each and every message to make sure it might not be perceived as unkind or defamatory in any way.

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.

Tentative Assignment Schedule
IMPORTANT: See Learning Modules in BlazeVIEW for complete details.

Modules	Dates	Topics	Activities	Points Poss	Points Earned
1		Calculations		150	
2		Business Math Word Problems		150	
3		Accounting Basics		75	
4		Accounting Documents		75	
5		Accounting Applications		75	
6		Accounting Applications		75	
7		Records Management		150	
8		Filing Simulation		150	
FINAL EXAM		**Final Integrated Project**		**100**	
			TOTAL POINTS POSSIBLE	**1000**	

**Your instructor reserves the right to change this schedule and point structure as necessary.
You will be notified of any changes in class and/or in BlazeVIEW.**

69

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 9/20/2016 (mm/dd/yyyy)

Department Initiating Revision: ACED	**Faculty Member Requesting Revision:** Vesta R. Whisler

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

ACED 3101 Computerized Office Accounting

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites: ACED 2400 and ACCT 2101	Prerequisites: <u>ACED 3000</u>
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Semester/Year to be Effective: Spring 2017	**Estimated Frequency of Course Offering:** Fall Semester

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

☒ Improving student learning outcomes: A new course, ACED 3000 Office Calculations and Recordkeeping will focus on major aspects of workplace recordkeeping functions—business calculations, accounting fundamentals, and records management. Emphasis in the course is on solving business mathematics problems, studying and preparing a variety of accounting documents, and completing a filing simulation. The ACED 3000 course has been added to the curriculum as a prerequisite for this course, ACED 3101, in place of ACCT 2101 because it is more focused on specific content needed to be successful in ACED 3101. ACED 2400 is a prerequisite for the new ACED 3000 course, so it does not need to be listed as a prerequisite for ACED 3101 .

☐ Adopting current best practice(s) in field:

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

☐ Other:

70

Plans for assessing the effectiveness of the course: SOI results will be monitored. During the transition period, the professor of the ACED 3101 course will survey students to determine which ones have completed ACED 3000. A pretest will be used to gauge the readiness of students for ACED 3101.

Approvals:	
Dept. Head: *Reynald L Martinez*	Date: 11/10/16
College/Division Exec. Comm.: *Lynn C Muri*	Date: 11/10/16
Dean/Director: *Lynn C Muri*	Date: 11/10/16
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

72

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/20/2016 (mm/dd/yyyy)

Department Initiating Revision: ACED	**Faculty Member Requesting Revision:** Vesta R. Whisler

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

ACED 4070 Administrative Office Procedures

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title: Office Applications	Course Title: Advanced Document Processing
Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses; restricted to OAT, OATX, and OATO majors. Co-requisites:	Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300, and ACED 2400 or CS 1000; overall GPA of 2.3 or higher or 2.5 in ACED Courses. Co-requisites:
Course Description: Focus on three major aspects of office administration--business calculations, machine transcription, and records management. Emphasis in the course is on solving business mathematics problems using the electronic calculator, keying a variety of business documents from machine transcription, and completing a records management simulation.	Course Description: Focus on advanced document processing functions including composition of business documents, transcription of error-free correspondence, electronic processing of PDF files, and preparation of business reports in APA Style.

Semester/Year to be Effective: Spring 2017	**Estimated Frequency of Course Offering:** Fall and Spring Semesters

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

☒ Improving student learning outcomes: The machine transcription unit in the ACED 4070 course, which provides students with valuable practice and fine-tuning of communication and document processing skills taught in prerequisite courses, can now be expanded by moving the office calculation, business math, records management, and filing to the new course ACED 3000. The revisions to ACED 4070 will allow more time to focus on weaknesses observed by

73

OAT faculty in the areas of grammar, mechanics, composition of office correspondence, research, and analytical skills. In addition to the transcription unit from the previous version of ACED 4070, this revised course will include the research paper unit from ACED 2050 Communication in the Workplace. This will give students more time in ACED 2050 to focus on the basic grammar and communication skills that they need at that level of the curriculum. The course will also include a unit on the Adobe Acrobat processing of electronic documents and signatures.

☒ Adopting current best practice(s) in field: Students will benefit from the understanding and practice of electronically processing and signing PDF files.

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

☒ Other: No longer restricting the course to OAT majors. Students who have completed ALL of the prerequisite courses and have the appropriate GPA will be allowed to register for ACED 4070.

Plans for assessing the effectiveness of the course: SOI results will be monitored to assess the effectiveness of the course. Assessment of the documents prepared in the transcription unit will be compared to assessments of those documents in previous iterations of the ACED 4070 courses. Students exiting the program will be surveyed regarding their perceptions of skill levels achieved. ePortfolio results from previous semester can be compared to results from future semesters to assess the impact of the increased focus on advanced document processing in the ACED 4070 course.

Approvals:	
Dept. Head: *Reynaldo L Martinez*	Date: 11/10/16
College/Division Exec. Comm.: *Lynn C. Menoi*	Date: 11/10/16
Dean/Director: *Lynn C. Menoi*	Date: 11/10/16
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

75

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 9/20/2016 (mm/dd/yyyy)

Department Initiating Revision: ACED	**Faculty Member Requesting Revision:** Vesta R. Whisler

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

ACED 4160 Administrative Office Procedures

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses; restricted to OAT, OATX, and OATO majors.	Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses.
Co-requisites:	Co-requisites:
Course Description: Development of increased awareness of the role and scope of the administrative assistant position. This course will focus on basic and expanded job responsibilities, professionalism, and the performance of simulated office activities..	Course Description: Development of increased awareness of the role and scope of the administrative assistant position. This course will focus on basic and expanded job responsibilities, professionalism, and the performance of simulated office activities. Credit may also be issued upon receipt of appropriate International Association of Administrative Professionals (IAAP) Certified Administrative Professional (CAP) documentation.

Semester/Year to be Effective: Spring 2017	**Estimated Frequency of Course Offering:** Fall and Spring Semesters

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

7⑥

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

☒ Other: 1. Prerequisites: No longer restricting the course to OAT majors. Students who have completed ALL of the prerequisite courses and have the appropriate GPA will be allowed to register for ACED 4160.

2. Course Description: Added the statement that credit may also be issued upon receipt of appropriate IAAP CAP documentation, which aligns with ACED 4160 course objectives.

IAAP CAP credentials are earned by meeting education and/or experience requirements and by passing a comprehensive examination.

Education plus Administrative Administrative Required Experience:

If no college degree, 48 months administrative experience required

If associate degree, 36 months administrative experience required

If bachelor degree, 24 months administrative experience required

Completion of the IAAP Leadership Academy optional program reduces the required administrative experience by one year. The experience requirement must be met at the time an applicant applies for the exam. All experience must be earned within the past 10 years. 12 consecutive months of experience must have been with the same employer within the past five years. If using a college degree to reduce the required experience, the degree must be from a regionally accredited institution.

Performance outcomes (PO) for the exam are detailed, measurable goals based on current best practices across a myriad of industries, which commonly employ administrative professionals. Most POs have sub-points that help to further break down specific areas of competency. They represent the central and most significant information, skills, and competencies the candidate should know in order to pass the exam.

The 300 exam questions are designed as follows: a) Fact: A level of testing that emphasizes recognition of facts, terminology, principles, theories, trends, classification, criteria, or structures. b) Concept: A level of testing that emphasizes understanding, translation, interpretation, extrapolation, and communication of concepts, theories, and principles. c) Application: A level of testing that emphasizes the ability to apply terms and concepts from other sources to a new situation, to apply principles of a discipline to practical situations, and to relate principles studied to current events.

Domains included in the exam are: Organization communication (both verbal and written); Conduct business writing, including proofreading and editing; Maintain office functions and record keeping; Plan meetings, events, and arrange travel; Manage projects; Engage in or support human relations activities, such as hiring and compliance issues; Maintain budgets and basic accounting functions; Manage time and other resources for themselves and others; Utilize technology, including virtual and mobile, with strong computer and internet research skills; Coordinate communications between internal staff and/or external clients.

Information above comes from the IAAP Certification Policies and Procedures Handbook
https://c.ymcdn.com/sites/iaap.site-ym.com/resource/resmgr/Docs/Certification_PDF/iaap-exam-handbook-NEW.pdf

Plans for assessing the effectiveness of the course: The simulation prepared for the class will continue to be used as a program outcomes assessment. Results can be compared to previous interations of the course.

Approvals:	
Dept. Head: *Reynold L. Mackey*	Date: 11/10/16
College/Division Exec. Comm.: *Lynn C Minor*	Date: 11/10/16
Dean/Director: *Lynn C Minor*	Date: 11/10/16
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

79