

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 13, 2015**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
April 13, 2015

1. Minutes of the March 9, 2015 meeting. (pages 1-7) were approved by email March 16, 2015.
2. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised Retention, Dismissal, and Readmission Policy for the SLPD (pages 8-10)
 - b. Revised title, and course description CSD 5130 (pages 11-13)
3. **UNIVERSITY HONORS COLLEGE**
 - a. Revised requirements for the University Honors College (pages 14-19)
4. **COLLEGE OF BUSINESS**
 - a. Revised degree requirements for the MACC (pages 20-22)
5. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised course number and title NURS 3990 (pages 23-32) Deactivation NURS 3060
 - b. Deactivation of NURS 3010, 3150, 4090, 4090K, 4091K, 4100, 4112, 4122, 4210, 4220, and 4230 (pages 33-34)
6. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised degree requirements Non-Thesis for the MA in English – Emphasis in Literature (pages 35-37)
 - b. Revised degree requirements Thesis option for the MA in English (pages 38-40)
 - c. New course ENGL 8995 (pages 41-45)
 - d. Revised course number MATH 0989 (pages 46-47) Deactivation MATH 0097.
 - e. Revised course number MATH 0999 (pages 48-50) Deactivation MATH 0099.
 - f. Revised requirements for the minor in Astronomy (pages 51-52)
7. **Pending items**
 - a. Revised course CHEM 1010 – USG General Education Council approval
 - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 9, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 9, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Bonni Cohen, Dr. Phil Dybicz, (Proxy for Dr. Michael Sanger), Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Ms. Sarah Arnett (Proxy for Dr. Frank Barnas), Dr. Lorna Alvarez-Rivera, Dr. Frank Flaherty, Dr. Ellis Heath (Proxy for Dr. Ray Elson), Dr. Ellis Heath, Dr. Katherine Lamb, Dr. Dee Ott (Proxy for Dr. Linda Floyd), Dr. Dee Ott, and Dr. Xiaoi Ren.

Members Absent: Dr. Michael Sanger, Dr. Marc Pufong, Dr. Frank Barnas, Dr. Ray Elson, Dr. Lars Leader, Dr. Linda Floyd, and Ms. Jessica Lee.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Sherman Yehl, Mr. Michael Schmidt, Dr. Don Leach, Dr. Corine Myers-Jennings, Dr. Leon Pate, Dr. Doug Farwell, Dr. Mark Smith, Ms. Teresa Williams, Dr. J. T. Cox, Dr. Ransom Gladwin, and Dr. Greg Harrell.

The Minutes of the February 9, 2015 meeting were approved by email on February 20, 2015. (pages 1-5).

A. College of Arts and Sciences

1. Deactivation of HIST 3010, 3020, 3303, and 5303 was noted effective Fall Semester 2015. (pages 6-7).
2. Revised Selected Educational Outcomes for the BA in English was approved effective Fall Semester 2015. (pages 8-10).
3. New course, English (ENGL) 0999, "Support for English Composition", (SUPPORT FOR ENGL COMPOSITION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 11-13). Deactivation of ENGL 0099.
4. Revised Senior Curriculum for the BA in French and the BA in Spanish – Foreign Language Education Track was approved effective Fall Semester 2015. (pages 14-15).
5. Revised credit hours and description, Foreign Language Education (FLED) 4790, "Student Teaching", (STUDENT TEACHING – 9 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...experience providing an... . (pages 16-18).
6. Revised credit hours and description, Foreign Language Education (FLED) 4800, "Senior Professional Development Seminar", (SENIOR PROF DEVELOPMENT SEM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...experience requiring student... . (pages 19-21).
7. Revised Senior College Curriculum for the BA in Political Science was approved effective Fall Semester 2015. (pages 22-23).
8. Revised degree narrative for the MPA degree was approved effective Fall Semester 2015. (pages 24-26).
9. Revised degree requirements for the DPA and revised prerequisites for PADM 9990 and 9999 was approved effective Fall Semester 2015. (pages 27-29).
10. Deactivation of GENS 4200 and 4900 was noted effective Fall Semester 2015. (pages 30-31).
11. Effective date change for CS 1301 and 1032 (previously approved October 2012) (page 32).

B. College of Nursing and Health Sciences

1. Revised degree requirements for the MSN – Family Nurse Practitioner Track was approved effective Fall Semester 2015. (pages 33-35).

2. Revised degree requirements for the MSN – Adult Gerontology Nurse Practitioner Track was approved effective Fall Semester 2015. (pages 36-38).
3. New course, Nursing (NURS) 7101, “Role Transition: Issues in Advanced Nursing Practice”, (ROLE TRANSITION IN ANP – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2015 with the description changed to read – An introduction...evaluate attributes influencing advanced nursing.... (pages 39-44).
4. Deactivation of NURS 5050, 7460, 5990, 9011, 7010, 9100, 7020, 7492, 7130, 9110, 7140, 9120, 7211, 7594, 7231, 9130, 7231L, 9200, 7250, 9210, 7192, 9220, 7300, 9230, 7310, 9300, 7320, 9310, 7321, 9400, 7331, 9410, 7332, 7341, 7391, 7392, 7410, 7420, 7422, 7432, 7442, 7492 was noted effective Fall Semester 2015. (pages 45-46).
5. Revised curriculum for the BSAT degree was approved effective Fall Semester 2015. (pages 47-48).
6. Revised title, credit hours, prerequisite, and description, Health Science Athletic Training (HSAT) 3020, “Assessments in Athletic Training”, (METADATA AND ADV CATALOGING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 49-51).
7. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 3440, “Athletic Training Clinical Competencies I”, (A T CLINICAL COMPETENCIES I – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 52-54).
8. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 3441, “Athletic Training Clinical Competencies II”, (A T CLINICAL COMPETENCIES II – 2 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 55-57).
9. Revised prerequisite, Health Science Athletic Training (HSAT) 4300, “Foundations of Injury Prevention and Care”, (FOUNDATIONS INJURY PREVENT CAR – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2015. (pages 58-60).
10. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 4440, “Athletic Training Clinical Competencies III”, (A T CLINICAL COMPETENCIES III – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 61-63).
11. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 4441, “Athletic Training Clinical Competencies IV”, (A T CLINICAL COMPETENCIES IV – 2 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 64-66).
12. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 4442, “Athletic Training Clinical Competencies V”, (AT CLINICAL V – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 67-69).
13. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 4443, “Athletic Training Clinical Competencies VI”, (AT CLINICAL VI – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 70-72).
14. Revised prerequisite, Health Science Athletic Training (HSAT) 4450, “Sports Related Illnesses and Conditions”, (SPORT RELATED ILLNESSES/CONDI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 73-75).
15. Revised title, Health Science Athletic Training (HSAT) 4490, “Rehabilitation Techniques in Athletic Training”, (A T CLINICAL COMPETENCIES II – 2 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 76-78).
16. Revised title, prerequisite, and description, Health Science Athletic Training (HSAT) 4491, “Procedures and Protocols in Athletic Training”, (PROCEDURES & PROTOCOLS IN AT – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2015 with the description changed to read – Application of a variety of clinical... (pages 79-81).
17. Revised prerequisite, and description, Health Science Athletic Training (HSAT) 4700, “Athletic Training Professional Practice Seminar”, (ATH TRNG PRO PRATICE SEMINAR – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 82-84).

hours), was approved effective Fall Semester 2015 with the description changed to read – Reflection on the.... (pages 82-84).

C. College of the Arts

1. Revised Senior College Curriculum for the BA in Music was approved effective Fall Semester 2015. (pages 85-88).
2. Revised Core Area F and Senior College Curriculum for the BA in Art was approved effective Fall Semester 2015. (Pages 89-91).
3. Revised Core Area F and Senior College Curriculum for the BFA in Art was approved effective Fall Semester 2015. (Pages 92-93).
4. Revised Core Area F and Senior College Curriculum for the BFA in Art Education was approved effective Fall Semester 2015. (Pages 94-96).
5. Revised Senior College Curriculum for the BFA in Interior Design was approved effective Fall Semester 2015. (pages 97-99).
6. Revised requirements for the minor in Art was approved effective Fall Semester 2015. (pages 100-101).
7. Revised prerequisite, Art Education (ARED) 3000, "Issues and Trends in Contemporary Art Education", (ISSUES AND TRENDS IN ART ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 102-104).
8. Revised prerequisite, Art Education (ARED) 3010, "Elementary Art Methods", (ELEMENTARY ART METHODS – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2015. (pages 105-107).
9. Revised prerequisite, Art Education (ARED) 3012, "Secondary Art Methods", (SECONDARY ART METHODS – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2015. (pages 108-110).
10. Revised prerequisite, Art (ART) 2030, "Computers in Art", (COMPUTERS IN ART– 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 111-113).
11. Revised prerequisite, Art History (ARTH) 3120, "Special Topics in Art History", (SPECIAL TOPICS IN ART HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 114-116).
12. Revised course number, title, prerequisite, and description, Art History (ARTH) 2121, "Art History Survey I, (ART HISTORY SURVEY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 117-119). Deactivation of ARTH 3121.
13. Revised course number, title, prerequisite, and description, Art History (ARTH) 2122, "Art History Survey II, (ART HISTORY SURVEY II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 120-122). Deactivation of ARTH 3122.
14. Revised prerequisite, Art History (ARTH) 3123, "Special Topics in Art History", (SPECIAL TOPICS IN ART HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 123-125).
15. Revised prerequisite, Art History (ARTH) 4120, "Issues in Art Criticism", (ISSUES IN ART CRITICISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 126-127).
16. Revised prerequisite, Art History (ARTH) 4130, "Women Artists", (WOMEN ARTISTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 128-129).
17. Revised prerequisite, Art History (ARTH) 4140, "African American Art", (AFRICAN AMERICAN ART HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 130-131).

18. Revised prerequisite, Art History (ARTH) 4150, "Contemporary Art History", (CONTEMPORARY ART HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 132-133).
19. Revised prerequisite, Art History (ARTH) 4160, "Directed Study in Art History", (DIRECTED STUDY IN ART HISTORY – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2015. (pages 134-135).

D. College of Education and Human Services

1. Revised Senior College Curriculum for the BSED in Communication Disorders was approved effective Fall Semester 2015. (pages 136-137).
2. New course, Communication Science and Disorders (CSD) 4010, "Clinical Methods in Communication Disorders", (CLINICAL METHODS IS CSD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...2999; CSD 3010, CSD 3060, and...knowledge needed for clinical work... (pages 138-146).
3. Deactivation of CSD 4070 was noted effective Fall Semester 2015. (pages 147-148).
4. Revised curriculum for the MSW was approved effective Fall Semester 2015. (pages 149-151).
5. Revised course description, Social Work (SOWK) 7810, "Psychopathology and Assessment for Non-Medical Helpers", (PSYCHOPATHOLGY/ASSMNT NON-MED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...students. Information on... (pages 152-154).
6. Revised credit hours, Social Work (SOWK) 7611, "Advance Social Work Practicum I", (ADV SOCIAL WORK PRACTICUM I – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 and the correction of the spelling of generalist in the description. (pages 155-157).
7. Revised credit hours, Social Work (SOWK) 7612, "Advance Social Work Practicum II", (ADV SOCIAL WORK PRACTICUM II – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 and the correction of the spelling of generalist in the description. (pages 158-160).
8. Deactivation of SOWK 7630 was noted effective Fall Semester 2015. (pages 161-162).
9. Revised curriculum for the MED in Educational Leadership was approved effective Fall Semester 2015. (pages 163-164).
10. Re-instatement and revised curriculum for the MED in Educational Leadership – Track P-12 School Leadership Option was approved effective Summer Semester 2016. (pages 165-167).
11. Re-instatement of Certificate Only Tier 1 P-12 School Leadership was approved effective Summer Semester 2016. (pages 168-169).
12. Revised requirements for the EDS in Educational Leadership – Track Performance-Based Leadership was approved effective Summer Semester 2016. (pages 179-171).
13. Revised requirements for the Performance-Based certification only program was approved effective Summer Semester 2015. (pages 172-173).
14. Revised catalogue copy for the Department of Curriculum, Leadership, and Technology was approved effective Fall Semester 2015. (pages 174-186).
15. Revised Senior College Curriculum for the BSED in Middle Grades Education was approved effective Fall Semester 2015. (pages 187-189).
16. Revised prerequisite and description, Middle Grades Education (MGED) 4000, "Development and Education of the Middle Grades Students, Part 2", (DVLPMNT/EDC MID GR STUDNT PT 2 – 3 credit hours, 3 lecture hours, 0 lab

hours, and 3 contact hours), was approved effective Fall Semester with the description changed to read – A study of the curriculum (pages 190-199).

17. Deactivation of MGED 4030 and 4050 was noted effective Fall Semester 2015. (pages 200-201).
18. Overview of the proposed changes to the MAT program was noted (pages 202-204).
19. New course, Middle and Secondary Education (MSED) 5100, “Mathematics Methods for Middle Grades or Secondary Education”, (MATHEMATICS METHODS FOR MSED – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 205-219) – with the description changed to: Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) mathematics, emphasizing the links between research and the methods for teaching concepts, skills, and relationships in middle grades and secondary mathematics in accordance with national and state standards. A field experience is required.
20. New course, Middle and Secondary Education (MSED) 5200, “Science Methods for Middle Grades or Secondary Education”, (SCIENCE METHODS FOR MSED – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 220-237) – with the description changed to: Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) science, emphasizing the links between research and the methods for teaching middle grades and secondary science in accordance with national and state standards. The focus of the course is on processes of scientific inquiry. A field experience is required.
21. New course, Middle and Secondary Education (MSED) 5300, “Social Science Methods for Middle Grades or Secondary Education”, (SOCIAL SCIENCE METHODS IN MSED – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 238-249) – with the description changed to: Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) social studies and secondary (6th – 12th) social sciences, emphasizing the links between research and the methods for teaching middle grades social studies and secondary social sciences in accordance with national and state standards. The focus of the course is on social inquiry. A field experience is required.
22. New course, Middle and Secondary Education (MSED) 5400, “English/Language Arts Methods for Middle Grades or Secondary Education”, (LANGUAGE ARTS METHODS FOR MSED – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 250-268) – with the description changed to: Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) language arts and secondary (6th – 12th) English, emphasizing the links between research and the methods for teaching middle grades and secondary reading in accordance with national and state standards. The focus of the course is on linguistic and communicative competence. A field experience is required.
23. New course, Middle and Secondary Education (MSED) 5500, “Methods of Teaching Reading for Middle Grades or Secondary Education”, (METHODS FOR READ INSTRUC MSED – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 269-284) – with the description changed to: Prerequisites: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) reading, emphasizing the links between research and the methods for teaching in accordance with national and state standards. The focus of the course is on strategy instruction and expository text structures. Field experience required.
24. New course, Middle and Secondary Education (MSED) 5600, “Content Teaching Methods for Middle Grades or Secondary Education”, (CONTENT METHODS MSED – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 285-299) – with the description changed to: Prerequisites: Appropriate 2999 course. Co-requisite: MSED 6100. An examination of teaching methods in middle grades (4th – 8th) and secondary (6th – 12th) education, emphasizing the links between research and a variety of teaching methods and best practice in accordance with national and state standards. Field experience required.
25. New course, Middle and Secondary Education (MSED) 6000, “Written and Verbal Communication for Teachers”, (COMMUNICATION FOR MSED TCHRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 300-316) – with the description changed to: Practice and application of techniques in verbal and written communication specifically for the middle and secondary classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.
26. New course, Middle and Secondary Education (MSED) 6001, “Planning for Middle or Secondary Teaching”,

- (PLANNING FOR TEACHING MSED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 317-330) – with the description changed to:
Prerequisite: Appropriate 2999 course. A study of lesson planning skills in content areas, emphasizing the development of measurable student learning objectives, classroom activities, and assessments/measures of learning that align with Georgia State Standards. Classroom management techniques, the creation of effective learning environments, and research-based instructional strategies for adolescents will be introduced.
27. New course, Middle and Secondary Education (MSED) 6002, “Assessment in Middle or Secondary Education”, (ASSESSMENT FOR TEACHING MSED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 331-344) – with the description changed to:
Prerequisite: Appropriate 2999 course. A study of lesson planning skills in content areas, emphasizing the development of measurable student learning objectives, classroom activities, and assessments/measures of learning that align with Georgia State Standards. Classroom management techniques, the creation of effective learning environments, and research-based instructional strategies for adolescents will be introduced.
28. New course, Middle and Secondary Education (MSED) 6003, “Differentiation and Multicultural Education in Middle or Secondary Education”, (DIFFERENTIATED/CULTURAL ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 345-360) – with the description changed to:
Prerequisite: Appropriate 2999 course. An examination of strategies for differentiating content in order to address the unique needs of students. Exploration of how multiculturalism, social and intellectual diversity, and student choice can collectively increase student engagement and success. The utilization and evaluation of various educational technologies and their appropriateness for curriculum will be emphasized.
29. New course, Middle and Secondary Education (MSED) 6004, “Content Area Literacy for Middle and Secondary Teachers”, (CONTENT AREA LITERACY MSED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 361-376) – with the description changed to:
Prerequisite: Appropriate 2999 course. An examination of concepts and theories of literacy, together with methods for reading and writing across content areas to meet the needs of a diverse student population. The utilization of digital technology to design meaningful and engaging learning tasks for middle and secondary students will be emphasized.
30. New course, Middle and Secondary Education (MSED) 6005, “Educational Philosophy, Law and Ethics”, (PHILOSOPHY, LAW, ETHICS MSED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 377-390) – with the description changed to:
Prerequisite: Appropriate 2999 course. Advanced study of philosophies, current issues, ethics and law related to American public education, including major policies and court cases, educator codes of ethics; major philosophies and theories of learning in education; and the impact of social, political and economic issues on contemporary public education.
31. New course, Middle and Secondary Education (MSED) 6010, “Employed Teacher Track Internship 1”, (INTERNSHIP 1 MSED – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 391-404) – with the description changed to:
Prerequisite: Appropriate 2999 course. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.
32. New course, Middle and Secondary Education (MSED) 6020, “Employed Teacher Track Internship 2”, (INTERNSHIP 2 MSED – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Spring Semester 2016. (pages 405-418) – with the description changed to:
Prerequisite: Appropriate 2999 course. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating semester-long internship completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.
33. New course, Middle and Secondary Education (MSED) 6100, “Apprenticeship in Teaching”, (APPRENTICESHIP MSED – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 419-432) – with the description changed to:
Prerequisite: Appropriate 2999 course. Corequisite: MSED 5100, MSED 5200, MSED 5300, MSED 5400, or MSED 5500. The final field experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a four-week period as one part of their field experience, and in a different setting within their certification grade band for two days per week for ten weeks as a second part of their field experience. A

university supervisor will observe and provide additional support. Candidates must successfully complete the apprenticeship experiences in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.

34. New course, Middle and Secondary Education (MSED) 6200, "Student Teaching", (STUDENT TEACHING MSED – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Spring Semester 2016. (pages 433-446).
35. New course, Middle and Secondary Education (MSED) 6300, "MAT Capstone", (CAPSTONE MSRD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 447-462).
36. Revised requirements for the MAT in Middle Grades Education or Secondary Education was approved effective Fall Semester 2015. (pages 463-466).
37. Deactivation of MSED 7007, 7030, and 7320 was noted effective Fall Semester 2015. (pages 467-468).
38. Deactivation of DEAF 3110, 3130, 5290 and 5450 was noted effective Fall Semester 2015. (pages 469-470).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A REVISED CATALOGUE COPY FEB 23 2015
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number: For Graduate Website

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Revised 115

Degree and Program Name: Doctor of Speech- Language Pathology (SLPD)

Present Requirements: Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on CSD Program for information on:

- Specific SLPD program Admission Requirements

Proposed Requirements: (highlight changes after printing) Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on CSD Program for information on:

- Specific SLPD program Admission Requirements
- * Specific SLPD Program Retention, Dismissal, and Readmission Policies
- * Specific SLPD Program Graduation Requirements

DOCTOR OF SPEECH-LANGUAGE PATHOLOGY (SLPD) RETENTION, DISMISSAL, AND READMISSION POLICIES

1. The academic residency requirements are satisfied upon completion of two consecutive semesters of six semester hours or more of coursework.
2. No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree.
3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades

below "C" ("D", "F", "WF", "U") will be dismissed from the program. One grade below a "C" results in a warning.

4. If dismissed from the program a student will not be considered for readmission.

5. Candidates failing to maintain a 3.25 GPA on all doctoral coursework may face academic sanctions as determined by the Doctoral Coordinating Committee.

6. A comprehensive exam must be successfully completed prior to entering candidacy. Candidates are permitted two attempts to complete the comprehensive exams. Candidates who fail to successfully complete the comprehensive exam after two attempts will be dismissed from the program.

7. Doctoral candidates may take up to five years from the term in which comprehensive exams are taken and passed to complete their dissertation work. A one year emergency stop-out may be requested by the student through the Emergency Stop-Out Form. During the stop-out the student must register for a minimum of 1 hour of dissertation credit per term. If the dissertation proposal has been approved before the stop-out year then an updated and reapproved proposal is required by the end of the first semester following the stop-out. An additional extension of two years beyond the 5+1 year limit would require successful completion of a second comprehensive exam that is scheduled, taken, and graded within one term of the expiration of the 5+1 year limit. The two years will begin in the term after the second comprehensive exam is passed. The dissertation proposal must be updated to reflect current literature. The updated proposal must be approved by the dissertation committee during the first term of the two year extension. Failure to pass the second comprehensive exam will terminate the dissertation process.

DOCTOR OF SPEECH-LANGUAGE PATHOLOGY (SLPD) SPECIFIC GRADUATION REQUIREMENTS

1. A candidate must successfully complete, defend and submit a dissertation.

2. A candidate must successfully complete a written comprehensive examination before admission to candidacy.

3. A candidate must have a GPA of 3.25 or

above on all doctoral coursework.
4. A candidate must complete an application for graduation one semester prior to their expected graduation date.

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 Provide information that was included on the website.

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.) **Doctoral student survey.**

Approvals:		
Department Head:	<i>A. Myers Jennings</i>	Date: <i>2-12-2015</i>
College/Division Exec. Committee:	<i>DM</i>	Date: <i>2/4/17</i>
Dean(s)/Director(s):	<i>DM</i>	Date: <i>2/12/15</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. Ph</i>	Date: <i>3-24-15</i>
Graduate Dean: (for grad program)	<i>J. T. J. Ph</i>	Date: <i>3-24-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 18 2015

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission:
02/10/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Sciences and Disorders

Faculty Member Requesting Revision:
Corine Myers-Jannings

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
CSD 5130 Oro-Facial/Syndrome Disorders

List Current and Requested Revisions:

Current:
Course Prefix and Number: CSD 5130
Credit Hours: 3
Course Title: Oro-Facial/Syndrome Disorders
Pre-requisites: CSD 5080
Course Description: Advanced study of communication disorders associated with oral-facial anomalies. Specific emphasis on cleft palate/cleft lip and various syndromes/disorders in which oral-facial anomalies are present.

Requested:
Course Prefix and Number: CSD 5130
Credit Hours: 3
Course Title: Congenital & Multifactorial Syndromes and Disorders
Pre-requisites: CSD 5080
Course Description: Advanced study of communication disorders associated with genetic/congenital/multifactorial disorders including assessment and intervention planning for persons with craniofacial anomalies, cerebral palsy, Autism Spectrum Disorders, Down syndrome, Fragile X, Fetal Alcohol syndrome, and other congenital, genetic, and multifactorial disorders.

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every Semester (F, Sp, & Su)

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 proposed course changes improve student learning outcomes by allowing the material to become more inclusive of multiple disorders with associated speech and language difficulties as opposed to focusing specifically on those with craniofacial anomalies.

Adopting current best practice(s) in field: To prepare clinicians to meet the speech and language needs of individuals with autism and multifactorial syndromes and disorders.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: SOI's, comprehensive examinations, feedback from accrediting bodies, and feedback from graduate surveys.

Approvals:	
College/Division Exec. Comm.: <i>Jm</i>	Date: <i>2/12/15</i>
Dept. Head: <i>C. Myers-Jennings</i>	Date: <i>2-12-2015</i>
Dean/Director: <i>DM</i>	Date: <i>2/12/15</i>
Graduate Exec. Comm.(if needed): <i>J - T. Jalt</i>	Date: <i>3-27-15</i>
Graduate Dean (if needed): <i>J - T. Jalt</i>	Date: <i>3-27-15</i>
Academic Committee:	Date:

Form last updated: February 12, 2015

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MAR 16 2015

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 91-92	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015
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Degree and Program Name: Honors College

<p>Present Requirements: UNIVERSITY HONORS COLLEGE Dr. Michael P. Savoie, Interim Dean 222 Georgia Avenue, The VSU Honors House</p> <p>The University Honors College is an interdisciplinary program with courses leading to a certificate of completion in University Honors.</p> <p>The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes and interdisciplinary seminars supported by departments and faculty across campus.</p> <p>The College recognizes its students in a variety of ways. Students who complete at least two courses in the Program while maintaining minimum Honors and cumulative grade point averages of 3.0 receive recognition at VSU's annual Honors Day. A student who completes all certificate requirements also receives recognition at Honors Day, as well as at graduation ceremonies. In addition, the student receives a Certificate of University Honors, a gold seal on the diploma, and special notation on official university transcripts.</p> <p>Admission into the Honors College is based on a composite score. The composite is factored using SAT or ACT scores, high school GPA, and a writing sample from the Honors application. The minimum requirements for acceptance are</p>	<p>Proposed Requirements: (highlight changes after printing) UNIVERSITY HONORS COLLEGE Dr. Michael P. Savoie, Interim Dean 222 Georgia Avenue, The VSU Honors House</p> <p>The University Honors College is an interdisciplinary program with courses leading to a certificate of completion in University Honors.</p> <p>The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes, activities, and interdisciplinary seminars supported by departments and faculty across campus.</p> <p>The College recognizes its students in a variety of ways. Students have the option of selecting an Honors Certificate program in Interdisciplinary Honors or Experiential Learning. Students who complete at least two courses in the Program while maintaining minimum Honors and cumulative grade point averages of 3.2 receive recognition at VSU's annual Honors Day. A student who completes all certificate requirements also receives recognition at Honors Day and at graduation ceremonies. In addition, the student receives a Certificate of University Honors and special notation on official university transcripts.</p> <p>Admission into the Honors College is based on a composite score. The composite is factored using SAT or ACT scores, high school GPA, and a writing sample from the Honors application. The minimum requirements for acceptance are SAT 1170 (CR + M) or ACT composite of 26 or higher;</p>
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SAT 1170 (CR + M) or ACT composite of 26 or higher; high school GPA of 3.2. Current students who achieve a 3.2 GPA or better may be considered.

REQUIREMENTS FOR GRADUATION WITH THE CERTIFICATE IN UNIVERSITY HONORS

- 24-28 hours in the Honors Curriculum as designated below
- 3.0 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses

SELECTED EDUCATIONAL OUTCOMES

1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity of guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

Freshman Year
HONS 1990 2 hours
Two core Honors courses 5-8 hours

Sophomore Year
PERS 2170H, PERS 2160H, PERS 2315H, or

high school GPA of 3.2. Current students who achieve a 3.2 GPA or better may be considered. Provisional acceptance into the Honors College is granted to students meeting the high school GPA requirement with an acceptable writing sample. Provisionally accepted students must maintain a GPA of a 3.2 in their first year of courses.

REQUIREMENTS FOR GRADUATION WITH THE CERTIFICATE IN UNIVERSITY HONORS IN INTERDISCIPLINARY STUDIES

- 24-28 hours in the Honors Curriculum as designated below
- 3.2 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one semester probation to continue their enrollment in the Honors College.

SELECTED EDUCATIONAL OUTCOMES FOR THE HONORS COLLEGE

1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

First Year

<p>PERS 2730H 2 hours One core Honors course or 1 Honors major course 3-4 hours</p> <p>Junior Year HONS 3999 3 hours Two Honors major courses 6 hours</p> <p>Senior Year HONS 4990 3 hours</p> <p>Total Hours for the Certificate in University Honors 24-28 hours</p> <p>GLOBAL EXPERIENCE AND UNDERSTANDINGS REQUIREMENT</p> <p>Students can fulfill this requirement by one of the following:</p> <ol style="list-style-type: none"> 1. Successful completion of an approved VSU study abroad program. 2. Successful completion of a semester or year-long program of study at a VSU-approved foreign institution. 3. Successful completion of the International Studies minor. 4. Successful completion of an internship program with a foreign company/corporation of a minimum of 45 contact hours. 5. Successful completion of a service program with the English Language Institute or VSU International Student Services in the Center for International Programs of a minimum of 45 service hours. <p>Any requirement for the Global Experience and Understandings must be approved by the Honors College.</p> <p>The following courses satisfy Honors College course requirements as Honors versions of Core classes, and satisfy Core Curriculum requirements as well:</p> <p>ANTH 1102H ART 1100H BIOL 1951H BIOL 1952H</p>	<p>HONS 1990 2 hours Two core Honors courses 5-8 hours</p> <p>Second Year PERS 2170H, PERS 2160H, PERS 2315H, PERS 2330H or PERS 2730H 2 hours One core Honors course or 1 Honors major course 3-4 hours</p> <p>Third Year HONS 3999 or HONS 3990 3 hours Two Honors major courses 6 hours</p> <p>Fourth Year HONS 4990 3 hours</p> <p>Total Hours for the Certificate in University Honors 24-28 hours</p> <p>REQUIREMENTS FOR GRADUATION WITH THE CERTIFICATE IN UNIVERSITY HONORS IN EXPERIENTIAL LEARNING</p> <p>Requirements:</p> <ul style="list-style-type: none"> • HONS 1990 Intro Seminar (First Semester) – 2 credit hours • PERS 2XXXH – 2 credit hours • HONS 2010 – Honors Colloquium (Second or third year) – 2 credit hours • HONS 4990 – Honors Portfolio (final semester)– 2 credit hours • Complete six semester-long approved experiential learning activities <p>The Experiential Learning Program is designed to provide students with enhanced opportunities in applied research and problem solving in a practice setting. The requirements align with successful completion of certifications such as in Nursing and Education fields but also practice-based disciplines such as Business and Arts. The outcomes for this program culminate in a series of service learning activities and community outreach.</p> <p>In place of additional course requirements, the Experiential Learning Program is competency-based with assessments in the ePortfolio. Students are required to take the Experiential Learning section of HONS 1990 Intro Seminar, which students develop a plan of study and a prospectus for projects and outcomes. The Honors College</p>
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ECON 1500H ENGL 1101H ENGL 1102H ENGL 2111H
ENGL 2112H ENGL 2113H HIST 1011H HIST 1012H
HIST 1013H HIST 2111H HIST 2112H MATH 1113H
PHIL 2010H PHIL 2020H POLS 1101H POLS 2401H
PSYC 1101H SOCI 1101H SPAN 2002H

HONS 3990 may be taken to satisfy one of the Honors major requirements, with approval of the major department and the Honors College Dean and may satisfy elective credit for some majors.

In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Honors College Dean).

Courses not listed above may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Honors College Dean. Honors Options must be approved no later than the last day of the second week of classes.

provides specific guidelines for service learning projects to establish objectives and assessments of the activities. Students are required to complete 45 service hours for each experiential learning activity.

Examples of service learning activities include:

- Community outreach
- Study-abroad or semester exchanges
- Career shadowing and mentoring
- Internships
- Undergraduate research or professional scholarship
- Leadership activities
- Creative activities and performances

GLOBAL EXPERIENCE AND UNDERSTANDINGS REQUIREMENT

All students in the Honors College must complete the Global Experience and Understanding requirement with an approved research activity, service learning assignment, or field experience.

In the spirit of Honors interdisciplinary approach, research, service, and minor program activities will be considered as fulfillment of the Global Experience and Understanding requirement. As a semester-long commitment, the requirement serves to foster faculty mentoring and an understanding of cultural and global issues. These activities must be approved by the Honors College.

The Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Honors College Dean).

Courses not listed as Honors may also be available for Honors credit through the Honors Option. This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Honors College Dean. Honors Options must be approved by the Dean of the Honors College.

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 In the transition to a college, Honors now serves a wider variety of students and disciplines. Certain academic disciplines are not served well by the current interdisciplinary program. Other Honors Colleges have implemented similar Experiential programs with great success. In developing this model, an investigation of these successful programs serves as examples.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Student surveys, outside consultations, professional seminars on Honors program development**


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. **Students are required to complete an exit survey.**

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Each student is required to present a portfolio of work including reflective papers and artifacts from assignments/service activities.**

Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): 	Date: 3-16-15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 123

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August 2015

Degree and Program Name: MACC

Present Requirements:

Electives.....12 hours
Any MACC 7xxx or MBA 7xxxx courses.

Proposed Requirements: (highlight changes after printing)

Electives.....12 hours
Any MACC 7xxx or MBA 7xxxx courses (~~except~~
MBA7030 may not be taken for credit in the MACC program.)

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

- Improving Student Learning Outcomes - MBA7030 is aimed at the non-accountant and therefore the content is not appropriate for a MACC student.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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.) Tests, instructor ratings, presentations

Approvals:		
Department Head: <i>Mel Schrak</i>		Date: <i>1-26-15</i>
College/Division Exec. Committee: <i>Saiyan Kuyat</i>		Date: <i>2/19/15</i>
Dean(s)/Director(s): <i>J. Wynn</i>		Date: <i>2/19/15</i>
Graduate Exec. Comm.: (for grad program) <i>J. T. J. P. L.</i>		Date: <i>3-24-15</i>
Graduate Dean: (for grad program) <i>J. T. J. P. L.</i>		Date: <i>3-24-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 03/21/2015 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
Dr. Deborah Weaver

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 3060 End-of-Life Care

List Current and Requested Revisions:

Current:

Course Prefix and Number: NURS 3060
Credit Hours: 3
Course Title: End-of-Life Care
Pre-requisites: Successful completion of J1 courses

Course Description: Study of the meaning of palliative care, the dying process, death and grieving across cultures and development life stages. The course focuses on end-of-life issues including physical care, cultural and spiritual perspectives, and legal/ethical concerns related to quality of life decisions.

Requested:

Course Prefix and Number: NURS 3990
Credit Hours: 3
Course Title: Palliative & End-of-Life Care
Pre-requisites: Successful completion of J1 courses

Course Description: Study of the meaning of palliative care, the dying process, death and grieving across cultures and developmental life stages. The course focuses on enf-of-life issues including physical care, cultural and spiritual perspectives, and legal/ethical concerns related to quality of life decisions.

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Each semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: See appended

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Dyal</i>	Date: <i>3/26/15</i>
Dean/Director: <i>Sh. Norice</i>	Date: <i>3/26/15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 25, 2015

Valdosta State University
College of Nursing

Proposal for Change in NURS 3060 to become NURS 3990

Problem addressed or Intended Goal:

The end-of-life course has been taught as a special topics course with much success. I believe this course needs its own course designation. The prerequisites need to remain as successful completion of ALL J1 courses. Students who have not successfully completed the J1 courses are at a disadvantage in terms of the requisite nursing knowledge needed to be successful in this course.

Proposal:

I propose this course for consideration by NAC and the undergraduate faculty for a place as an elective with a unique course number.

Rationale: Review of Literature and/or evidence/data to support this proposal:

As noted in the problem statement/goal, it has been a goal for this course to have a designated course title and number. There is significant evidence from several semesters that this course is well received and sought by nursing students. I have not proposed this as a course open to other disciplines as there is some pharmacology knowledge needed for this course. Although other disciplines may be interested in this course, at this time it is best as a nursing course.

New resources required:

No new resources are required.

Recommended timeline:

Submitted by: Dr. Deborah L. Weaver, Associate Professor Emeritus.

Date: 3/22/2015

For action by: NAC ASAP for the course to be taught Fall, 2015.

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
BACCALAUREATE NURSING PROGRAM**

COURSE NUMBER NURS 3990

COURSE TITLE Palliative and End-of-life Care

COURSE CREDITS 3-0-3

CONTACT HOURS 3 hours per week (this is an online course)

PLACEMENT IN THE CURRICULUM Elective

PREREQUISITES AND/OR CO-REQUISITES: Successful Completion of J1 courses

COURSE DESCRIPTION

Study of the meaning of palliative care, the dying process, death and grieving across cultures and life development stages. The course focuses on end-of-life issues including physical care, cultural and spiritual perspectives, and legal/ethical concerns related to quality-of-life decisions.

COURSE FACULTY Deborah L. Weaver, RN, PhD
Associate Professor of Nursing
Virtual Office Hours: As needed and can be scheduled online using
Skype or Wimba or via phone
Cell Phone: 229-686-4046
Home Phone: 229-861-3916
E-mail: dlweaver@valdosta.edu (best if unable to contact in course)

COURSE OBJECTIVES

Upon completion of the course the learner will be able to:

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Baccalaureate Nursing (2008) standard to which the objective relates
1. Describe differences between palliative and curative treatment	1, 9	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
2. Compare spiritual practices, cultural beliefs, death rituals, and ceremonies across cultures	1, 9	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
3. Discuss theories of dying and grieving	1, 8, 9, 10	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
4. Identify ethical questions and legal considerations that impact end-of-life care and discuss their impact on quality of life	6	Essential VIII: Professionalism and Professional Values
5. Describe how developmental stage affects the end-of-life experience and end-of-life care	1	Essential VII: Clinical Prevention and Population Health
6. Evaluate the nutritional requirements of an individual with a terminal illness	3	Essential VII: Clinical Prevention and Population Health
7. Discuss the meaning of food and nourishment at the end-of-life	3	Essential VII: Clinical Prevention and Population Health
8. Develop a plan of care for a patient at the end-of-life	2	Essential VIII: Professionalism and Professional Values
9. Discuss the benefits of various settings for end-of-life care	8	Essential VIII: Professionalism and Professional Values

TOPICAL OUTLINE

- I. Introduction to end-of-life care
- II. Definitions of palliative, restorative, and curative care
- III. Historical aspects of palliative and hospice care
- IV. Cultural issues related to palliative and end-of-life care
- V. Communication needs and issues
- VI. Needs of primary care givers and the healthcare providers
- VII. Trajectory of terminal illness
- VIII. Holistic assessment
- IX. Symptom control and comfort care
- X. Settings for end-of-life care

TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:

This course is totally online and as such will utilize synchronous and asynchronous venues for discussions and assignments. Exams will be online and all written assignments will be submitted in the appropriate drop box as a MS Word file. A variety of learning strategies will be used.

STUDENT EXPECTATIONS:

Students are expected to submit work online within the course as indicated for each assignment. Assignments are generally to be completed using MS Word and submitted as an attachment. This is a 3 credit hour course which requires a minimum of 6 hours per week of preparation and study. As an online learner you need to have dedicated time set aside for this course.

REQUIRED TEXT AND REFERENCES

Zerwekh, J. V. (2006). Nursing care at the end-of-life: Palliative care for patients and families. Philadelphia: F. A. Davis. ISBN: 978-8036-1128-3

REQUIRED EQUIPMENT/SOFTWARE

Students will need access to a computer with a stable internet connection and the ability to access BlazeView, participate in chatrooms, and watch videos online.

EVALUATION METHODS:

The following strategies will be implemented to assess student learning:

1. participation in online chats
2. participation in asynchronous discussions

3. APA style paper
4. Online exams

GRADING CRITERIA

Comprehensive Final Exam	50 points
Discussions 5 points each x 4	20 points
Reflective Journal	20 points
Chapter Papers 10 points each x 10	100 points
Cemetery Visit Reflections	20 points
<u>Genogram and Ecomap</u>	<u>30 points</u>
Total Points Possible	240 points

A	90-100%	216-240 points
B	80-89%	192-215
C	74-79%	178-191
D	65-73%	156-177
F	less than 65%	less than 156

ADA STATEMENT

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

HIPAA STATEMENT:

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.

SafeAssign:

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

Gun Law SB 308

Students and faculty are bound by applicable federal laws, state laws, and clinical regulations of any clinical practice setting in which students are assigned.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Information regarding drug screen and criminal background check will be maintained by the requesting agency, who has the right to inform the College of Nursing of a student's eligibility to access that facility for student learning experiences. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

SPECIFIC STUDENT EXPECTATIONS

Students are expected to observe the VSU and the CON honor code. Attendance in person and virtually is expected and students are to refer to the VSU Student Handbook and the Bulletin for the attendance policy.

Appendix A**Computer and Information Technology Requirement**

- Students must have access to a computer that meets the **minimum technology requirements** of VSU to access BlazeView and Live@VSTATE.
- Computer labs are available on campus. **Computer Lab Locations and information**
- Although not required, it is strongly recommended that students have their own computer. The Tech Shop has computers, which meet the **minimum VSU recommendations**.*
- Clicker Response Units may be required by your course. They are available in the Book Store and are the Students responsibility. Mobile software may not be substituted.
- It is recommended that students locate and run the recommended browser check for BlazeView upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
 - **Link to Tune UP**
 - It is important you take the time to assess and set up all of your individual systems.
 - You may need to contact your Internet service provider for connectivity issues.
 - Accessing the Help Desk to gain assistance with BlazeView and Live @VSTATE
 - **Help Desk**
 - **229-245-4357**
 - Difficulties with any computer within the College of Nursing should be reported using the help form from that computer if possible. When immediate assistance is needed these problems should be reported to College of Nursing administrative staff.

- **Students are responsible for safe computing.**
 - **Safe computing guide**
 - **Information resources acceptable use policy**
 - **Information security policy**
- **Microsoft Office® is the required software package.**
- **ATI testing technical requirements include Adobe Acrobat Reader, Internet Explorer (at least version 6) or higher or Mozilla-Firefox (at least version 3.5) or Safari (at least version 3)**
- **Adobe Reader may also be required for certain material in courses.**

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 2/16/2015

Department Initiating Deactivation:
Nursing

Semester & Year to be Effective:
Fall 2015

List of courses (or the program or track) to be deactivated:

NURS 3010
NURS 3150
NURS 4090
NURS 4090K
NURS 4091K
NURS 4100
NURS 4112
NURS 4122
NURS 4210
NURS 4220
NURS 4230

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The courses listed have not been taught for 3 or more terms and are not in the current program of study.

Source of Data to Support Suggested Change:

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

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MAR 11 2015

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Dyal</i>	Date: <i>2/17/2015</i>
Dean/Director: <i>J. Novillo</i>	Date: <i>2/17/15</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FEB 16 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 32

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Sum ~~Aut~~ /2015

Degree and Program Name: MA with a Major in English

Present Requirements: Students in the literature emphasis will develop, in consultation with their committee, a reading list representative of a currently recognized area in literary studies. This list should consist of no fewer than six primary sources and no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes. The list should seek depth of coverage in no fewer than two recognized periods in British and/or American literature. Committee chairs should ensure the list is coherent and meets the above requirements. Students will then take a three-hour written examination over this reading list and a follow-up oral examination over the written test and their coursework. In addition, the exam must contain at least three questions or question categories:

- One question or category must cover breadth of knowledge in the field or area.
- One question or category must require in-depth discussion of a particular work or perspective using key facts, concepts, or contexts.
- One question or category must require the ability to employ various theoretical and/or pedagogical perspectives.

Finally, question categories can provide options.

These examinations should be taken during the final semester. Students following this option must

Proposed Requirements: (highlight changes after printing) In either track, students will develop, in consultation with their committee a reading list representative of a currently recognized sub-field or specialty in their specific area of emphasis. This list should consist of no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have already studied in their classes.

Students will then take a three-hour written examination over the reading list as well as undergo a follow-up oral examination over the written test and their coursework. These examinations should be taken during the final semester. Students following this option must complete 36 hours of coursework.

For important additional exam guidelines, please see <http://www.valdosta.edu/colleges/arts-sciences/english/programs/english-ma/thesis-and-non-thesis-options.php>

Students who plan to take the comprehensive examination in either area of emphasis may take up to three credits of exam reading hours (ENGL 8995). Students should submit a formal request to the graduate coordinator briefly outlining the scope of the exam and must include with the request the reading list assigned to them by their exam committee chair as well as a copy of the committee appointment form including all required signatures. The three credits of reading hours can count toward the 36 hours of coursework required for the degree. Exam reading hours cannot be repeated for credit.

complete 36 hours of coursework.
Students in the rhetoric and composition emphasis will develop, in consultation with their committee, a reading list in a specialized area. This list should consist of approximately six to eight primary and secondary works, excluding material that students have already studied in their classes.
Students entering either emphasis without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework:
ENGL 3060, ENGL 3210, ENGL 3215, ENGL 3110, and ENGL 3120, with a grade of "B" or higher in each.

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 Previous comprehensive exam guidelines were inadequate for producing a sufficiently rigorous exam
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. 1. SOIs 2. Students will complete a Graduate Student Exit Questionnaire and an exit interview.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program will collect statistically significant samples of all major written work in each course, including exams, in order to rate and assess the effectiveness of the courses meeting the required outcomes.

<u>Approvals:</u>		
Department Head:	<i>M. Smith</i>	Date: <i>2-10-15</i>
College/Division Exec. Committee:	<i>Winnie Richards</i>	Date: <i>2/11/15</i>
Dean(s)/Director(s):	<i>Lonnie Richards</i>	Date: <i>2/11/15</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. Latta</i>	Date: <i>3-24-15</i>
Graduate Dean: (for grad program)	<i>J. T. Latta</i>	Date: <i>3-24-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

FEB 16 2015

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

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 32

Proposed Effective Date for Revised Catalogue Copy: (new or revised) ~~3/2015~~ ^{SUM} 2015

Degree and Program Name: MA with a Major in English

Present Requirements: A master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students following this option must complete a minimum of 30 hours of coursework and 6 hours of thesis credit

Proposed Requirements: (highlight changes after printing) A master's thesis in English should be a work of 50 or more pages demonstrating competent and substantial research coupled with an innovative approach to the subject matter. The thesis will be directed by a faculty member and a committee of two other faculty members (one of whom must be from a department outside English). Once the thesis has been submitted, students will have an oral defense covering both the thesis and their coursework. Students following this option must complete a minimum of 30 hours of coursework and 6 hours of thesis credit.

For other important thesis guidelines, please see <http://www.valdosta.edu/colleges/arts-sciences/english/programs/english-ma/thesis-and-non-thesis-options.php>.

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 Previous thesis guidelines were insufficiently specific, resulting in students taking too long to finish and producing theses of inferior quality.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Faculty were reporting problems with the quality of theses and length of time students were taking to complete them.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) n

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. 1. SOIs 2. Students will complete a Graduate Student Exit Questionnaire and an exit interview.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program will collect statistically significant samples of all major written work in each course, including exams, in order to rate and assess the effectiveness of the courses meeting the required outcomes.

Approvals:		
Department Head:	<i>M. Smith</i>	Date: 2-10-15
College/Division Exec. Committee:	<i>Connie Richards</i>	Date: 2/11/15
Dean(s)/Director(s):	<i>Connie Richards</i>	Date: 2/11/15
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. J. J.</i>	Date: 3-24-15
Graduate Dean: (for grad program)	<i>J. T. J. J. J.</i>	Date: 3-24-15
Academic Committee:		Date:

Form last updated: January 6, 2010

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FEB 16 2015

REQUEST FOR A NEW COURSE VALDOSTA STATE UNIVERSITY
Valdosta State University GRADUATE SCHOOL

Date of Submission: 12/1/2014 (mm/dd/yyyy)

Department Initiating Request:
English

Faculty Member Requesting:
Dr. Michael J. Davey

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog
for approved prefixes)
ENGL 8995

Proposed New Course Title:
Comprehensive Exam Reading Hours
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Exam

Fall

Semester/Year to be Effective:
2015

Estimated Frequency of Course Offering:
2-4 times per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." Individualized study and research in preparation for the comprehensive exam (non-thesis option) for completion of the degree requirements. May not be repeated for credit.

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

Improving student learning outcomes: The amount of time required to prepare for the comprehensive exam warrants giving students reading hours so they can prepare adequately and produce a higher quality exam.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Faculty and students were reporting difficulty in finishing the degree within two years.

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

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. 1. SOIs 2. Students will complete a Graduate Student Exit Questionnaire and an exit interview.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The program will collect statistically significant samples of all major written work in each course, including exams, in order to rate and assess the effectiveness of the courses meeting the required outcomes.

Other:

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

Approvals:		
Dept. Head:	<i>M. Switz</i>	Date: <i>2-10-15</i>
College/Division Exec. Comm.:	<i>Annice Richards</i>	Date: <i>2/11/15</i>
Dean/Director:	<i>Annice Richards</i>	Date: <i>2/11/15</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Latta</i>	Date: <i>3-24-15</i>
Graduate Dean: (for graduate course):	<i>J. T. Latta</i>	Date: <i>3-24-15</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

English 8995: Comprehensive Exam Reading Hours (3 credit hours)

**Department of English
College of Arts and Sciences
Graduate School
Valdosta State University
Spring Semester 2015**

Prerequisites: Permission of Instructor

Professor: Dr. Jane Doe

Office Hours:

Office:

Phone:

Email:

Texts (required): To be determined by the student's committee chair (see below)

Course Description

Graded "Satisfactory" or "Unsatisfactory." Individualized study and research in preparation for the comprehensive exam (non-thesis option) for completion of the degree requirements for the M.A in English. May not be repeated for credit.

Students who plan to take the comprehensive examination in either the literature or rhetoric and composition emphasis may take up to three credits of exam reading hours (ENGL 8995). Students should submit a formal request for reading hours to the graduate coordinator and must include with the request the reading list assigned to them by their exam committee chair as well as a copy of the committee appointment form including all required signatures. The three credits of reading hours can count toward the 36 hours of coursework required for the degree.

This course should be taken during the semester in which the student plans to take the comprehensive exam. .

I. Calendar

To be determined by the committee chair. Students should meet with the chair at least once prior to the exam itself to ensure they are making satisfactory progress.

II. Course Standards and Goals

The purpose of ENGL 8995 is to provide graduate students with the opportunity to earn credit as they prepare for the comprehensive examination to fulfill the requirements of the M.A. degree in English.

Goals of the Literature Emphasis:

The English Department expects its graduate students with a literature emphasis to acquire the following:

- A breadth of knowledge including:
 - general knowledge of major literary periods and movements.
 - general knowledge of useful literary concepts and terminology.
 - specific knowledge of key works and figures.
- The ability to produce cogent written works blending knowledge of specific texts, history, and sources, with a clearly developed critical point of view.
- The ability to discuss their work articulately.

Goals of the Rhetoric and Composition Emphasis:

The English Department expects its graduate students with a rhetoric and composition emphasis to:

- demonstrate their ability to apply theoretical, pedagogical, and historical approaches in the study of composition and rhetoric.
- demonstrate their ability to interpret language and literature in light of key facts, concepts, and contexts, employing a variety of critical approaches.
- produce systematic and thoroughly researched work appropriate to the discipline.
- participate in activities related to the profession.

III. Assignments

In either area of emphasis, students in ENGL 8995 in consultation with their committee chair will develop a reading list representative of a currently recognized sub-field or specialty in their specific area of emphasis. This list should consist of no fewer than 20 secondary sources (articles and/or book chapters), excluding material that students have

already studied in their classes. While enrolled in ENGL 8995 it is expected that students will read the list in its entirety in preparation for the exam. Students should meet at least once with their committee chair (the instructor of record for 8995) prior to the exam to ensure that satisfactory progress is being made.

IV. Evaluation Policy

This course is graded “satisfactory” or “unsatisfactory” and the determination of the final grade is at the discretion of the comprehensive exam committee chair. This determination should be made based on the chair’s experience mentoring the student as he or she prepares for the exam and on the student’s performance on the exam itself.

V. Classroom Policies

N/A

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

Date of Submission: 03/03/2015 (mm/dd/yyyy)

Department Initiating Revision:
MATH/CS

Faculty Member Requesting Revision:
Dr. Greg Harrell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MATH 0097

List Current and Requested Revisions:

Current:
Course Prefix and Number: MATH 0097
Credit Hours: 3
Course Title: Developmental Math
Pre-requisites: NA
Course Description: Basic algebra skills for students with insufficient preparation.

Requested:
Course Prefix and Number: MATH 0989
Credit Hours: 3
Course Title: Foundations for College Algebra
Pre-requisites: NA
Course Description: A course to provide fundamental algebra skills needed prior to taking MATH 1101 and MATH 1111.

Semester/Year to be Effective:
Fall 2015

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: This course is mandated by the Board of Regents as part of its new learning support policy.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Assessment will not change for this course.

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>3-10-15</i>
Dept. Head: <i>Doug Howell</i>	Date: <i>3-7-2015</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>3/10/15</i>
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 3, 2015

Request for a Revised Course
Valdosta State University

Date of Submission: 03/03/2015 (mm/dd/yyyy)

Department Initiating Revision:
 MATH/CS

Faculty Member Requesting Revision:
 Dr. Greg Harrell

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 MATH 0099

List Current and Requested Revisions:

Current:
 Course Prefix and Number: MATH 0099
 Credit Hours: 3
 Course Title: Developmental Math
 Pre-requisites: MATH 0097
 Course Description: A continuation of developmental algebra skills for students who successfully completed MATH 0097.

Requested:
 Course Prefix and Number: MATH 0999
 Credit Hours: 3
 Course Title: Support for College Algebra
 Pre-requisites: MATH 0989 or by placement
 Course Description: A course to provide corequisite support for students requiring remediation in mathematics while enrolled in MATH 1101 or MATH 1111.

Semester/Year to be Effective:
 Fall 2015

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: This course is mandated by the Board of Regents as part of its new learning support policy.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Success rate of MATH 0999 students who take MATH 1101 or MATH 1111.

Approvals:	
College/Division Exec. Comm.: <i>Mr. Cook</i>	Date: <i>3-10-15</i>
Dept. Head: <i>Doug Harner</i>	Date: <i>3-3-2015</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>3/11/15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 3, 2015

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:
167

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/2015

Degree & Program Name:
(e.g., BFA, Art): Minor in Astronomy

Present Requirements:

Minor in Astronomy15-18 hr

Area F Courses1-4 hr
 PHYS 2211K, if not taken in Area D ...0-4 hr
 ASTR 2010, if PHYS 2211 taken in Area D
0-1 hr

Upper Division Courses14 hr
 ASTR 3101, 31028 hr

Two courses selected from the following ...6 hr
 ASTR 4100, ASTR 4400, ASTR 4410

Proposed Requirements (Underline changes after printing this form:

Minor in Astronomy 18 hr

Area F Courses 8 hr
ASTR 1010K, ASTR 1020K

Supporting Course.....1 hr
PHYS 2700

Upper Division Courses 9 hr
Three courses selected from the following
ASTR 3220, 3400, 3800, 4101, 4400, 4410

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: ASTR 3101 and 3102 have been retired and the Minor had to be adjusted accordingly. Also, there was a mistake in the catalog: ASTR 4100 does not exist, but 4101 does. The pre-requisite for PHYS 2700 is the introductory physics series, PHYS 2211 and 2212.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head: *Edward E Chatelain* Date: *3/10/15*

College/Division Exec. Committee: *m. Sitt* Date: *3-10-15*

Dean(s)/Director(s): *Lynne Richards* Date: *3/10/15*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010