VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
February 13, 2012

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

1. Minutes of the January 23, 2012 meeting. (pages 1-4) approved by email January 30, 2012.

2. **DIVISION OF LIBRARY AND INFORMATION SCIENCE**
   a. New/Revised MLIS degree narrative for the graduate catalog (pages 5-10).

3. **COLLEGE OF EDUCATION**
   a. Revised senior college curriculum for the BSED in Communication Disorders (pages 11-12)
   b. Revised senior college curriculum for the BSED in Communication Disorders (pages 13-14)
   c. Revised curriculum for the MED in Early Childhood Education (pages 15-17)
   d. New course ECED 6000 (pages 18-24)
   e. Revised title, and description for ECED 7210 (pages 25-30)
   f. Revised title, and description for ECED 7220 (pages 31-36)
   g. Revised title, and description for ECED 7340 (pages 37-43)
   h. New course ECED 7540 (pages 44-50)
   i. Revised title, and description for ECED 7550 (pages 51-57)
   j. Revised course number, title, and description for ECED 7230 (pages 58-64) Deactivation ECED 8230

4. **COLLEGE OF NURSING**
   a. Revised Program Admission Requirements for the MSN program (pages 65-68)
   b. Remove/Deactivate requirements for the MSN – all students choosing Care Manager, Nurse Educator, and Nurse Administrator roles (pages 69-74)
   c. Remove/Deactivate requirements for the MSN – RN-MSN option (pages 75-78)
   d. Revised curriculum for the MSN – Clinical Nurse Leader track (pages 79-82)
   e. Revised credit hours for NURS 7420 (pages 83-91)
   f. Revised curriculum for the MSN – Adult-Gerontology Nurse Practitioner Track (pages 92-94)
   g. Revised course description NURS 7011 (pages 95-100)
   h. Revised prerequisites for NURS 7220 (pages 101-110)
   i. Revised curriculum for the MSN – Certificate Curriculum Pathway (pages 111-113)
   j. Revised course title for NURS 7330 (pages 114-122)
   k. Revised course title for NURS 7330L (pages 123-130)
   l. Revised course title for NURS 7350 (pages 131-139)
   m. Revised course title for NURS 7350L (pages 140-147)

5. **COLLEGE OF THE ARTS**
   a. Revised requirements for the minor in Speech Communications (pages 148-149)
   b. Revised perquisites for COMM 3000 (pages 150-152)
   c. Revised title, and prerequisites for COMM 3200 (pages 153-155)
   d. Revised prerequisites for COMM 3400 (pages 156-158)
   e. Revised prerequisites for COMM 3800 (pages 159-161)
   f. New course COMM 4610 (pages 162-164)
   g. Revised credit hours and description for COMM 7999 (pages 165-167)
   h. Revised course description for MDIA 4030 (pages 168-170)
   i. Revised course description for MDIA 4600 (pages 171-173)
   j. Revised credit hours for MUSC 1131 (pages 174-176)
   k. Revised credit hours, prerequisites, and description for MUSC 1132 (pages 177-179)
   l. Revised narrative for the MMED and MMP degree (pages 180-182)
   m. Revised credit hours for MUSC 5101 (pages 183-185)
   n. Revised credit hours for MUSC 5102 (pages 186-188)
   o. Revised credit hours, and prerequisites for MUSC 5500 (pages 189-191)
   p. Revised credit hours, and prerequisites for MUSC 5510 (pages 192-194)
   q. New course 6050 (pages 195-200)
   r. Revised credit hours for MUSC 6510 (pages 201-203)
   s. Revised credit hours for MUSC 6520 (pages 204-206)
   t. Revised credit hours for MUSC 6540 (pages 207-209)
   u. Revised credit hours for MUSC 6550 (pages 210-212)
   v. Revised credit hours for MUSC 6760 (pages 213-215)
   w. Revised credit hours for MUSC 7040 (pages 216-218)
   x. Revised credit hours and title for MUSC 7530 (pages 219-221)
   y. Revised credit hours and description for MUSC 7650 (pages 222-224)
   z. Deactivation of MUSC 5170, 6450, 6460, 6570, 6580, and 7722 (pages 225-226)

6. **MISCELLANEOUS**
   a. Revised narrative for the Regents' Testing Program (pages 227-229)
   b. Revised narrative for Prior Learning Assessment (pages 230-232)

7. **Pending items**

a.   BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
b.   Revised course CHEM 1010 – USG General Education Council approval
c.   BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
d.   BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
e.   Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 23, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Ms. Laura Wright, Dr. Ray Elson (Proxy for Dr. Nathan Moates), Dr. Melissa Benton (Proxy for Ms. Catherine Schaeffer), Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Donna Cunningham, Dr. Nicole Gibson, Dr. Ann Marie Smith, Dr. Melissa Benton, Dr. Michael Sanger (Proxy for Dr. Carol Rossiter) and Ms. Laura Wright (Proxy for Dr. Colette Drouillard).

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Catherine Schaeffer, Ms. Jessica Goldsmith, Dr. Selen Lauterbach, Dr. Carol Rossiter, and Dr. Colette Drouillard.

Visitors Present: Dr. Bob Gannon, Dr. Darrel Ross, Mr. Charles Conner, Dr. Michael Griffin, Dr. LaGary Carter, Dr. Fred Downing, Dr. Alfred Fuciarelli , Dr. Jane Kinney, and Mr. Lee Bradley.

The Minutes of the December 5, 2011 meeting were approved by email on December 9. (pages 1-2).

A.   College of Business

1. Revised curriculum for the MACC degree was approved was approved effective Fall Semester 2012 with the effective date changed from 2011 to 2012. (pages 3-5).

2. New Dismissal Policy for the MACC program was approved effective Fall Semester 2012 with the following changes - ...decision within 30 business days of grades...Langdale College, Dean of Graduate School, and Vice.... (pages 6-8).

3. Revised course prefix for all 7000 level ACCT courses to MACC were approved effective Fall Semester 2012. (pages 9-10).
    a. MACC 7100 Financial Accounting Theory – Financial Accounting Theory - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    b. MACC 7220 Advanced Accounting – Advanced Accounting - 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    c. MACC 7350 Accounting in a Global Financial Community – International Accounting – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    d. MACC 7390 Governmental and Not-For-Profit Accounting – Governmental and NFP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    e. MACC 7400 Fraudulent Financial Reporting – Fraudulent Financial Reporting – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    f. MACC 7410 Advanced Accounting Information Systems – Advanced AIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    g. MACC 7453 Estate Tax, Trusts, and Wealth Transfer – Estate & Trust Tax – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    h. MACC 7500 Tax Research – Tax Research – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    i. MACC 7510 Corporate and Partnership Taxation – Corp and Partnership Taxation – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    j. MACC 7800 Advanced Auditing – Advanced Auditing – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
    k. MACC 7980 Accounting Internship – Accounting Internship – 3 credit hours, 0 lecture hours, 0 lab hours, and 3 contact hours
    l. MACC 7990 Special Topics in Accounting – Special Topics in Accounting – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours

B.   College of Arts and Sciences

1. Reactivation of CRJU 7910 was approved effective Fall Semester 2012. (page 11).

2. Revised Core Area F for the BA in Philosophy was approved effective Fall Semester 2012. (pages 12-13).

3. Revised senior college curriculum for the BA in Philosophy – Philosophy Track was approved effective Fall Semester

2012. (pages 14-16).

4. Revised senior college curriculum for the BA in Philosophy – Religious Studies Track was approved effective Fall Semester 2012. (pages 17-19).

5. New course, Philosophy (PHIL) 2030, "Ethics and Contemporary Society", (ETHICS AND CONTEMPORARY SOCIETY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 20-24).

6. New course, Philosophy (PHIL) 3801, "Philosophical Themes in Film", (PHILOSOPHICALTHEMES IN FILM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...through film using epistemological, socio-political and ethical theories from the history of philosophy some of the most vexing questions of philosophy. . (pages 25-30).

7. New course, Philosophy (PHIL) 3900, "Philosophy of Happiness", (PHILOSOPHY OF HAPPINESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 31-35).

8. Revised course title and description, Religious Studies (REL) 2010, "Introduction to Religion and Culture", (INTRO TO RELIGION AND CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 36-42).

9. Reactivated course, revised title and description, Religious Studies (REL) 3500, "Women and Gender in Early Christianity", (WOMEN AND GENDER EARLY CHRIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 was approved with the quotation marks removed from the description. (pages 43-55).

10. New course, Women and Gender Studies (WGST) 3500, "Women and Gender in Early Christianity", (WOMEN AND GENDER EARLY CHRIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 was approved with the quotation marks removed from the description. (pages 56-68).

11. New course, Religious Studies (REL) 3505, "Varieties of Early Christianity", (VARIETIES EARLY CHRISTIANITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 69-79).

12. Revised AP and IB score requirements for BIOL 1107K and 1108K were approved effective Fall Semester 2012. (page 80).

C.   College of Education

1. New course, Education Leadership (LEAD) 7999, "Thesis in Educational Leadership", (THESIS – 1-3 credit hours, 0 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Summer Semester 2012 with the effective date changed from Spring to Summer, and the prerequisite was moved from the end of the description to the beginning. (pages 81-87).

2. Revised course prerequisites, and description, Kinesiology & Physical Education (KSPE) 4510, "Exercise Physiology Practicum", (EXERCISE PHYSIOLOGY PRACTICUM – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...registrar, as well as, a current CPR card. Evaluation, review, and mastery the competencies... . (pages 88-90).

3. Revised Admission and Retention requirements for the BSEP degree was approved effective Fall Semester 2012 with the retention requirements changed to read ...4000 level will be dismissed from... . (pages 91-92).

4. Revised course prerequisites for the following courses were approved effective Fall Semester 2012. (page 93).
KSPE 4080 – Exercise Electrocardiography – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 3010 – Exercise Testing and Prescription I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 3200 – Nutrition for Health and Human Performance – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 3410 – Biomechanics – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
KSPE 4070 – Exercise Cardiopulmonary Physiology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 3011 – Exercise Testing and Prescription II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 3020 – Assessments in Exercise Physiology – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours

KSPE 3650 – Resistance and Training Program Development – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
KSPE 4210 – Clinical Exercise Physiology – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 3050 – Care and Prevention of Exercise-Related Injuries – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
KSPE 4040 – Pediatric Exercise Physiology – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours
KSPE 4130 – Exercise Cardiopulmonary Rehabilitation – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours
KSPE 4510 – Exercise physiology Practicum – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours
KSPE 4550 – Exercise Physiology Internship – 12 credit hours, 0 lecture hours, 24 lab hours, and 24 contact hours

5. Revised Admission Criteria (Incoming Freshman only) for the BSAT degree was approved effective Fall Semester 2012. (pages 94-97).

6. Revised Retention for the BSAT degree was approved effective Fall Semester 2012. (pages 98-100).

7. Deactivation of KSPE 2151 was noted effective Fall Semester 2012. (pages 101-102).

8. Deactivation of KSPE 4430 was noted effective Fall Semester 2012. (pages 103-104).

9. Revised course credit hours, prerequisite and description , Kinesiology & Physical Education (KSPE) 2050, "Introduction to Athletic Training", (INTRO TO ATHLETIC TRAINING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 105-108).

10. Revised course prerequisite, Kinesiology & Physical Education (KSPE) 3430, "Kinesiology", (KINESIOLOGY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...register for KSPE 3430 Section B. Basic physical.... (pages 109-111).

11. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 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 2012 with the description changed to read ...Program and a grade of "C" or better in Athletic.... (pages 112-115).

12. Revised course credit hours, prerequisites and description, Kinesiology & Physical Education (KSPE) 4700, "Athletic Training Professional Practice Seminar", (ATH TRNG PRO PRACTICE SEMINAR – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester 2013 with the effective term changed to 2013 and the description changed to read ...competencies. Students will refine knowledge...of study. Discuss and prepare for the BOC.... (pages 116-118).

13. Revised course credit hours, and prerequisites, Kinesiology & Physical Education (KSPE) 4491, "Rehabilitation Techniques in Athletic Training II", (REHAB TECHNIQUES II – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester 2012. (pages 119-121).

14. Revised course credit hours, and prerequisites, Kinesiology & Physical Education (KSPE) 4490, "Rehabilitation Techniques in Athletic Training I", (REHABILITATION TECHNIQUES – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2012. (pages 122-124).

15. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 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 2013 with the effective term changed from 2012 to 2013, and the description changed to read ...Program and a grade of "C" or better in Athletic...lecture/lab courses taught.... (pages 125-128).

16. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 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 2012 with the description changed to read ...Program and a grade of "C" or better in Athletic...lecture/lab courses taught.... (pages 129-132).

17. Revised course credit hours, and, prerequisites, Kinesiology & Physical Education (KSPE) 4400, "Therapeutic Modalities and Pharmacology in Athletic Training", (THERAPEUTIC MODALITIES/PHARM – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester. (pages 133-135).

18. Revised course credit hours, title, and prerequisites, Kinesiology & Physical Education (KSPE) 4360, "Evaluation and Assessment of Head, Neck, and Trunk", (EVAL/ASSESS HEAD, NECK, &TRUNK – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2012. (pages 136-138).

19. Revised course credit hours, title, and prerequisites, Kinesiology & Physical Education (KSPE) 4350, "Evaluation and Assessment of Upper and Lower Extremities", (EVAL/ASSESS UPPER/LOWER EXTREM – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2012. (pages 139-141).

20. Revised course credit hours, and prerequisites, Kinesiology & Physical Education (KSPE) 4300, "Foundations of Injury Prevention and Care", (FOUNDATIONS INJURY PREVENT CAR – 3 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2012. (pages 142-144).

21. Revised course credit hours, title, prerequisites and description, Kinesiology & Physical Education (KSPE) 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 2012 with the description changed to read …Program and a grade of "C" or better in Athletic…lecture/lab courses taught… .   (pages 145-148).

Respectfully submitted,

Stanley Jones
Registrar

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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: 167-168	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: MLIS - Master of Library and Information Science

Present Requirements: Please see pages 167-168.	**Proposed Requirements:** (highlight changes after printing) The attached proposed catalog pages represent a complete rewriting of the Master of Library and Information Science program to comply with accreditor standards.

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

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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Approvals:	
Department Head: _Welle_	Date: 1/25/2012
College/Division Exec. Committee: N/A	Date:
Dean(s)/Director(s): Alan Bertem /wc	Date: 1/25/2012
Graduate Exec. Comm.: (for grad program)	Date: 2-2-2012
Graduate Dean: (for grad program)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

The mission of the Valdosta State University (VSU) Master of Library and Information Science Program is to provide a quality publicly supported education for generalists and specialists in the library and information science fields. Its primary focus is to educate librarians for academic, public, and special libraries in Georgia.

The MLIS Program is a 39-hour non-thesis program that is delivered primarily over the Internet. It is based on VSU's assessment of the graduate education needs of library and information science professionals in Georgia. The program features a curriculum designed for students who cannot leave jobs and families to return to a single campus for extended periods.

New students begin in the fall or spring semesters. MLIS 7000, Foundations of Library and Information Science, offered every fall and spring, is prerequisite or corequisite to many other MLIS courses. The program requires all entering students to attend a face-to-face orientation on the Valdosta State University campus. For additional information about the Master of Library and Information Science Program see http://www.valdosta.edu/mlis/

Selected MLIS Program Goals:

Prepare library and information practitioners to be successful in entry level positions in academic, public, and special libraries.

Use data gathered and analyzed through the assessment system to make program-related decisions.

Program Objectives (expressed as student learning outcomes):

Graduating students of the VSU MLIS program will demonstrate the ability to:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in

- Information Resources
- Reference and User Services
- Administration and Management
- Organization of Recorded Knowledge and Information.

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers.

PO 3. Integrate relevant research to enhance their work in libraries and information centers.

PO 4. Demonstrate professionalism as librarians or information specialists.

EXAMPLES OF OUTCOME ASSESSMENTS

To qualify for graduation, each candidate will demonstrate acceptable performance in all Program Assessments as well as compliance with other requirements for graduation imposed by the Program and the Graduate School. The following are examples of selected Program Assessments:

1. The Applied Library Experience Notebook, a collection of fieldwork and simulations of fieldwork conducted across four core courses in the VSU MLIS program
2. A collection development project
3. A reference transaction assessment
4. A social cataloging technology project
5. A research proposal
6. A career ePortfolio organized in a digital format
7. An analysis of an LIS-related code of ethics

Progression, Retention, Dismissal, and Readmission Policies

1. Students must have a cumulative institutional GPA of 3.0 for all graduate courses in order to graduate from the VSU MLIS program.

2. 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 graduate degree) equals two deficiency points. Candidates admitted PRIOR to 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. Additionally, all MLIS students admitted Fall 2011 and thereafter must earn a grade of "B" or better in MLIS 7000, 7100, 7200, 7300, 7700, and 7800.

3. If dismissed from the MLIS program, the student must wait a minimum of two semesters and obtain approval from the MLIS Program Director before applying for readmission. The MLIS Program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed and prior academic performance and conduct in the MLIS Program will be considered.

4. The maximum time allowed for completion of the master's degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor, the Director of the Master of Library Information and Science Program and approval from the Dean of the Graduate School.

5. MLIS students wishing to transfer credits from an outside institution must follow these guidelines:

   a) A maximum of nine credits from a previous completed graduate degree may be used. No time limit applies to this category.

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b) A maximum of six credits of transfer courses that did not apply to a completed degree may be used toward the MLIS degree. Courses transferred in this category cannot be older than seven years at the time of completion of the MLIS degree.
c) Categories A and B combined may not exceed nine credit hours.
d) Transfer of credits for graduate courses requires the development of a program of study using the appropriate form obtained from the MLIS Program. The student and the advisor must draft the program of study and the completed form must be signed by both the MLIS Program Director and by the Dean of the Graduate School.

Program Graduation Requirements

1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.
2. A grade of "B" or better in each of the MLIS Program's core courses for students admitted Fall 2011 and thereafter. These courses are MLIS 7000, 7100, 7200, 7300, 7700, and 7800.
3. A 3.0 cumulative grade point average (GPA). No grade below a "C" will be credited toward the degree.
4. Submission of a graduate graduation application no later than one semester prior to the anticipated graduation date.

Admission to the MLIS Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes evidence of completion of a Bachelor's degree and official transcripts from all institutions previously attended, completion of application form, application fee, and any additional program requirements submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Full information about applying to the MLIS program can be found on the VSU Graduate School website.

Admission Deadlines:

- Fall deadline: March 15
- Spring Deadline: October 15

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: 227	**Proposed Effective Date for Curriculum Change:** (Month/Year): Summer, 2012	**Degree & Program Name:** (e.g., BFA, Art): BSED in Communication Sciences and Disorders

Present Requirements: Psych 3110	**Proposed Requirements (Underline changes after printing this form:** Choose one of the following courses: Psych 3110, Psych 3120, Psych 3220, Psych 3210, Psych 3200, Psych 3700, Psych 3710, or Psych 3500.

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: gives students option of which Psychology course, emphasizing theory, methodology, and application of psychological principles with children, adolescents, or adults in the context of developments in physical, cognitive, social, and emotional domains. As our students go on to work in a variety of school and medical settings, with either, or often both, children and adults, it is felt that an option of Psychology courses for these age ranges would be appropriate.

Source of Data to Support Suggested Change:

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

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

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: *C. Myers-Jennings*	Date:	*1-19-2012*
College/Division Exec. Committee:	Date:	*1/23/12*
Dean(s)/Director(s):	Date:	*1/23/12*
Grad. Exec. Committee: (for graduate course)	Date:	
Graduate Dean: (for graduate course)	Date:	
Academic Committee:	Date:	

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum   ☐ Senior Curriculum   ☐ Graduate Curriculum   ☒ Other Curriculum

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

Current Catalog Page Number: ~~217~~ 227	Proposed Effective Date for Curriculum Change: (Month/Year): Summer, 2012	Degree & Program Name: (e.g., BFA, Art): BSED in Communication Sciences and Disorders

Present Requirements: SPEC 3020	Proposed Requirements (Underline changes after printing this form: Choose one of the courses listed. SPEC 3020 Applied Behavior Analysis for Teachers or Psych 3300 Applied Behavior Analysis I.

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: gives students option of taking either SPEC 3020 or Psych 3300, both Applied Behavior Analysis Courses. As our graduates work in either school settings or medical settings and with either, or often both, children and adults, it is felt that an option of either Applied Behavior Analysis Courses would best meet the current needs of our students.

Source of Data to Support Suggested Change:

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

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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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: _C. Myers-Jenning_	Date: _1-19-2012_
College/Division Exec. Committee:	Date: _1/23/12_
Dean(s)/Director(s):	Date: _1/23/12_
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

14

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: 102-103	Proposed Effective Date for Curriculum Change: ꝰ0\ꝰ (Month/Year): Summer 2011	Degree & Program Name: (e.g., BFA, Art): MEd, Early Childhood Education

Present Requirements: Requirements for the MEd in Early Childhood Education	Proposed Requirements (Underline changes after printing this form: Requirements for the MEd in Early Childhood Education
COE Core..7 hours	COE Core...6 hours
LEAD 7210.................................1 hour PSYC 7010.................................3 hours RSCH 7100.................................3 hours	EDUC 5999..0 hours PSYC 7010 ....3 hours RSCH 7100..3 hours
Early Childhood Education Core.........9 hours	Early Childhood Education Core............24 hours
ECED 7210.................................3 hours ECED 7320.................................3 hours ECED 7330.................................3 hours	ECED 7210..3 hours ECED 7220..3 hours ECED 7230..3 hours ECED 7320.. 3 hours ECED 7330.. 3 hours ECED 7340..3 hours ECED 7540..3 hours ECED 7550..3 hours
Endorsements	
Reading Endorsement.......................9 hours	Electives*...6 hours
READ 7010, 7100, 7130.....................9 hours	Total Hours Required for the Degree . . . 36 hours
Areas of Specialization..................9-12 hours	

ESOL- ENGL 6000, ENGL 6000, FLED 6800..9 hours
Gifted - SPEC 5610, 6600, 6620, 7610..12 hours
Preschool Special Education-COMD 5010, SPEC 5150, 5170.....................................9 hours
Math-MATH 5163, 5164, 5165, 5166....12 hours
	*Suggested Electives:
	  ECED 6000 (3-6 credits)
	  ENGL 8690A, 8690B (Blackwater Wtg Proj)
	  LEAD 7020, 7420 (Pre-leadership courses)
	  Other electives approved by the advisor

Elective.......................................3 hours	* Students may elect to apply elective credits towards an endorsement
Total Hours Required for the Degree....36 hours	

For students who already possess a Reading Endorsement, they must select two additional endorsements from the Areas of Specialization.	Endorsements:
	  READ 7010, 7100, 7130
	  ESOL 6010, 6020, 6030
	  PSYG 5610, 6600, 6620, 7600

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: New Georgia Professional Standards Commission policy (Rule 505-2-.41) requires teachers to complete graduate programs in the field in which they are teaching in order to upgrade a T-4 to a T-5 certificate. Changes will provide candidates with a much stronger core in field-- Early Childhood Education--that addresses the spirit of the PSC policy.

☐ 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. Georgia PSC Policy 505-2-.41

☐ **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.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText and the submission of the final student portfolio will be used to determine the effectiveness of the program. The following provides an overview of COE assessments which will be used for both program and unit assessment purposes.

ECED 7230 VI. Professionalism: COE Observation Instrument (Peer)
ECED 7320 V. Planning and Instruction: Impact on Student Learning; COE Observation Instrument (Self)
ECED 7330 II. Knowledge of Students & Learning: COE Advanced Literature Review
ECED 7550 V. Planning & Instruction: COE Observation Instrument (Instructor)
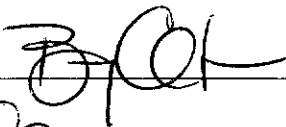
Approvals:

Department Head: _Shirley P. Andrew_   Date: 1/26/12

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College/Division Exec. Committee:	*[signature]*	Date: 1/26/1
Dean(s)/Director(s):	*[signature]*	Date: 1/26/12
Grad. Exec. Committee: (for graduate course)	*[signature]*	Date: 2-2-2012
Graduate Dean: (for graduate course)	*[signature]*	Date: 2-2-2012
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education	**Faculty Member Requesting:** Janet Foster
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 6000	**Proposed New Course Title:** Special Topics in Early Childhood Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Special Topics in ECE
Semester/Year to be Effective: Summer 2012	**Estimated Frequency of Course Offering:** once each year

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

Lecture Hours: 3	**Lab Hours:** 0	**Credit Hours:** up to 6 hours

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of current issues and concepts in early childhood education. Students may repeat the course to earn a total of 6 credit hours if topics are substantially different and approval is provided by the program coordinator.

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: Having a special topics course as an elective will enable the program to address topics of special concern and/or interest to candidates in the program in a timely manner.

☐ 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. Informal communication with candidates indicate interest or needs that are not met by any current courses in the program.

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) graded assignments and other measures collected from the course will be used as sources for assessing the value of this elective course.

☒ Other: Data collected from this course will be incorporated into the overall assessment of the ECE MEd program.

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

Approvals:	
Dept. Head: _Shirley P. Andrews_	Date: 1/26/12
College/Division Exec. Comm.:	Date: 1/26/12
Dean/Director:	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course):	Date: 2-2-2012
Graduate Dean: (for graduate course):	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION
3 SEMESTER HOURS

****

College of Education
Valdosta State University
Department of Early Childhood and Special Education

Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

Instructor and candidate selected professional journal and electronic media resources

COURSE DESCRIPTION

Advanced study of current topics and concepts in early childhood education. Candidates may repeat the course to earn a total of 6 credit hours if topics are substantially different and approval is provided by the program coordinator.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES

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

1. discuss the topics of the course based on research and reading as directed by the instructor.

2. complete projects and written assignments that demonstrate a thorough understanding of the topic of the course.

3. orally present research on assigned topics and use technology to enhance the presentations.

4. implement best practices associated with the course topics in the school environment.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Course Readings. The candidate will complete a weekly, one-page summary of materials assigned for reading in the course. At the conclusion of the summary, the candidate will pose at least three questions or ideas from the reading to help facilitate discussion among the class members.

2. Written Assignment. The candidate will select a topic with approval of the instructor that is related to the content of the course. The candidate will research and write a term paper following guidelines presented by the instructor.

3. Oral Presentation. The candidate will use the topic of the written assignment to develop an oral presentation, using presentation software. The presentation will be presented to the class following guidelines provided by the instructor.

4. Practical Implementation. The candidate will complete a project in an elementary classroom based on the content of the course. Field notes will be taken as the project is implemented. A final report will be submitted.

COURSE EVALUATION

	possible points
1. Readings (10@5)	50
2. Written Assignment	100
3. Oral Presentation	50
4. Practical Implementation	100
Total	300

GRADING SCALE
A = 90-100% of total points
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

ATTENDANCE POLICY

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS OFFICE

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

STUDENT OPINION OF INSTRUCTION

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

<u>INSTRUCTOR</u>

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Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision: Early Childhood & Special Education	**Faculty Member Requesting Revision:** Janet Foster

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

ECED 7210 Assessment and Action Research in Early Childhood Education

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

Current:	**Requested:**
Course Prefix and Number: ECED 7210	**Course Prefix and Number:** ECED 7210
Credit Hours: 3	**Credit Hours:** 3
Course Title: Assessment and Action Research in Early Childhood Education	**Course Title:** Assessment in Early Childhood Education
Prerequisites: 0	**Prerequisites:** 0
Co-requisites: 0	**Co-requisites:** 0
Course Description: A study of the role of assessment in educational change. Students examine alternative evaluation strategies and action research processes in early childhood education. Emphasis is placed on the teacher as researcher and on strategies for data collection, data analysis, and interpretation. Online resources and computer technology to support the learning process will be incorporated.	**Course Description:** A study of the role of assessment in educational change. Students examine alternative evaluation strategies in early childhood education. Ethics in assessment and various strategies for acquiring assessment data in the early childhood classroom is examined. Interpreting and using assessment data to guide instructional planning is emphasized.

Semester/Year to be Effective: Summer ~~2011~~ 2012	**Estimated Frequency of Course Offering:** once annually

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

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

☒ Improving student learning outcomes: New Georgia Professional Standards Commission policy (Rule 505-2-.41) requires teachers to complete graduate programs in the field in which they are teaching in order to upgrade a T-4 to a T-5 certificate. Changes will provide candidates with a much stronger core in field-- Early Childhood Education--that addresses the spirit of the PSC policy.

☒ Adopting current best practice(s) in field: Recent practices and theory in the field of early

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childhood education, as well as, education in general support the use of assessment data for guiding change in the field. This updated course will address candidates' knowledge and skills in collecting and using assessment data for guiding curriculum decisions.

☐ 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.) The current course combines the study of assessment and action research. The scope of the class is too broad for adequate coverage of both topics. By eliminating the action research component of the course, a much more focused approach to the role of assessment in teaching and learning can be provided.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText will be used to determine the effectiveness of the course.

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Approvals:	
Dept. Head: _Shirley P. Andrew_	Date: 1/26/12
College/Division Exec. Comm.:	Date: 1/26/12
Dean/Director:	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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ECED 7210
Assessment in Early Childhood Education
3 SEMESTER HOURS

■■

Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education

Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

McAfee, O., & Leong, D. (2011). *Assessing and guiding young children's development and learning*, 5th ed. New York: Merrill.

COURSE DESCRIPTION

A study of the role of assessment in educational change. Candidates examine alternative evaluation strategies in early childhood education. Ethics in assessment and various strategies for acquiring assessment data in the early childhood classroom is examined. Interpreting and using assessment data to guide instruction is emphasized.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

COURSE OBJECTIVES (CO):

The candidate will:

1. investigate the characteristics, uses, advantages, and limitations of different types of assessments, both formal and informal. (CFS IV)
2. identify and develop various alternative assessment measures, such as systematic observation, checklists, rating scales, rubrics, and other performance-based assessment strategies. (CFS IV)
3. develop teacher-constructed formative assessments. (CFS II, IV)
4. utilize assessment data to address students' learning needs. (CFS II, IV)
5. utilize standardized evaluation results to plan modifications to curriculum. (CFS IV)
6. consider ethical implications of assessment administration and use. (CFS II)

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COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Teacher-Constructed Formative Assessment. The candidate will construct an assessment instrument that can be used to acquire assessment data. The instrument will be implemented in an early childhood classroom. An interpretation of the data and recommendations for data use will be included. (CO 1, 2, 3, 4, 5)

2. Performance Assessment. The candidate will develop and implement a performance assessment. The assessment will be implemented in the early childhood classroom. An interpretation of the data and recommendation for data use will be included. (CO 1, 2, 3, 4, 5)

3. Standardized Test Results Interpretation. The candidate will use standardized test results for a group of students to interpret and make recommendations for curriculum change and individual teaching/learning needs. (CO 5, 6)

4. Assessment Brochure. The candidate will select a grade level and develop a brochure for parents that explains the assessment procedures, both classroom and standardized, that are used to determine the progress of a child. (CO 1, 2, 3, 4, 5, 6)

5. Assessment Evaluation. The candidate will collect an assessment instrument used to acquire data concerning students' achievement from a P-5 classroom. The candidate will evaluate the assessment instrument using guidelines for effective and ethical assessment. (CO 1, 2, 3, 4, 5, 6)

COURSE EVALUATION

	Possible points
Teacher-Constructed Assessment	100 points
Performance Assessment	100 points
Standardized Test Results Interpretation	50 points
Assessment Brochure	100 points
Assessment Evaluation	50 points
Total	400 points

Grading scale:

A = 90-100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = below 60%

ATTENDANCE POLICY

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

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

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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.

ACCESS OFFICE

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Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

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

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision: Early Childhood & Special Education	**Faculty Member Requesting Revision:** Tonja Root

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

ECED 7220 Early Childhood Environments

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

Current:	**Requested:**
Course Prefix and Number: ECED 7220	**Course Prefix and Number:** ECED 7220
Credit Hours: 3	**Credit Hours:** 3
Course Title: Early Childhood Environments	**Course Title:** Early Childhood Inclusive Environments
Prerequisites: 0	**Prerequisites:** 0
Co-requisites: 0	**Co-requisites:** 0
Course Description: Principles for planning and implementing appropriate programs and learning environments for young children are presented. Program alternatives and models in early childhood education are presented. The integration of computer technology in supporting appropriate programs for young children will be included. Students will plan and implement changes in a classroom environment to address the principles examined in the course.	**Course Description:** Principles for creating effective inclusive environments for all children in early childhood education, including children with disabilities. Modification of the learning environment will consider classroom design for visibility, distractibility, and accessibility. The integration of technology and the use of assistive technology in supporting appropriate programs for young children will be included.

Semester/Year to be Effective: Summer ~~2011~~ 2012	**Estimated Frequency of Course Offering:** once annually

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

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

☒ Improving student learning outcomes: New Georgia Professional Standards Commission policy (Rule 505-2-.41) requires teachers to complete graduate programs in the field in which they are teaching in order to upgrade a T-4 to a T-5 certificate. Changes will provide candidates with a much stronger core in field-- Early Childhood Education--that addresses the spirit of the PSC policy.

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☒ Adopting current best practice(s) in field: Recent practices and theory in the field of early childhood education support inclusive environments for young children, environments in which all children can learn. This updated course will address the need for stronger inclusive elements in the program.

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

☐ Other:

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The current program does not have any required course or courses that address the need for candidates to examine principles and demonstrate knowledge and skill for creating inclusive classroom environments that address the needs of all children.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText will be used to determine the effectiveness of the course.

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Approvals:		
Dept. Head: _Shirley P. Andrew_	Date:	1/26/12
College/Division Exec. Comm.:	Date:	1/26/12
Dean/Director:	Date:	1/26/12
Graduate Exec. Comm.: (for graduate course)	Date:	2-2-2012
Graduate Dean: (for graduate course)	Date:	2-2-2012
Academic Committee:	Date:	

Form last updated: January 6, 2010

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ECED 7220
EARLY CHILDHOOD INCLUSIVE ENVIRONMENT
3 SEMESTER HOURS

****

College of Education
Valdosta State University
Department of Early Childhood and Special Education

Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

<u>E</u>quity Principle: All learners deserve high expectations and support

<u>P</u>rocess Principle: Learning is a life-long process of development and growth.

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

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

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

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

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

REQUIRED TEXTBOOKS

Bullard, J. (2010). *Creating environments for learning: Birth to age eight.* Columbus, OH: Merrill.

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs.* Washington, DC: NAEYC.

Instructor and candidate selected professional journal and electronic media resources

COURSE DESCRIPTION

Principles for creating effective inclusive learning environments for all students in early childhood education, including students with disabilities. Modification of the learning environment will consider classroom design for visibility, distractibility, and accessibility. The integration of technology and use of assistive technology in supporting appropriate programs for young students will be included.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

COURSE OBJECTIVES (CO)

Upon completion of this course, the candidate will:

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1. Identify and apply principles for effective modification of the early childhood classroom environment to address the intellectual, social, emotional, physical, and cultural (including ELL) needs of students in early childhood education, including students with special needs; and to consider classroom design for visibility, distractibility, and accessibility. (CFS 1. III)

2. Analyze and assess educational environments for developmental appropriateness for all students including students with special needs. (CFS I, III)

3. Investigate the impact of environmental planning on academic outcomes. (CFS I, III)

4. Work collaboratively with colleagues to evaluate, plan changes, and implement changes in an early childhood environment, including assistive technology. (CFS I, III)

5. Identify and apply professional ethics when working with students. (CFS I)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Classroom Environment Evaluation. Candidates will investigate environment rating scales that may be used to guide an environment evaluation of their own classroom environments. The evaluation will examine the environment's appropriateness for addressing the intellectual, social, emotional, and physical needs of students in early childhood education, including students with special needs. Special emphasis will be placed on the environment's design for meeting the needs of varying age/developmental levels, special needs, and cultural needs of the learners. (CO 1)

2. Classroom Modification Plan. Each candidate will select at least one recommendation for each area from the Classroom Environment Evaluation assignment to serve as a guide for modifying the classroom environment to meet the needs of the learners more effectively. Assessment of the modification(s) will be completed. A report will be submitted which provides: (a) a copy of the classroom environment evaluation; (b) a description of the learners who use the environment; (c) objective(s) for modification; (d) justification of the modification (including ethical considerations); (e) a description of the implementation process; and (e) an assessment of the modification. (CO 2, 4)

3. Learning Center. Candidates (in age/developmental/grade level teams) will choose a curricular content area and develop a learning center which reflects appropriate learning outcomes, materials, and strategies for diverse learners. Integration of technology into the learning center is required. Candidates will describe the implementation of the learning center into the classroom, including ethical considerations. A model of the center will be developed and presented in class. (CO 3, 4)

4. Midterm and Final Examinations. Candidates will complete both midterm and final examinations that are based on course readings and class discussions and presentations. (CO 1, 2, 3, 4)

COURSE EVALUATION

Possible points

1. Classroom Environmental Evaluation	20	
2. Classroom Modification Plan	60	
3. Learning Center	40	
4. Midterm Examination	30	
5. Final Examination	30	
	Total	180

GRADING SCALE
A = 90-100% of total points possible for course   C = 70-79%   F = 59% and below
B = 80-89%   D = 60-69%

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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INSTRUCTOR
Name:
Office address:
Office phone:
E-mail address:
Office hours:

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Request: Early Childhood & Special Education	**Faculty Member Requesting:** Janet Foster
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 7340	**Proposed New Course Title:** Action Research in Early Childhood Education
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Action Research in ECE
Semester/Year to be Effective: Summer ~~2011~~ 2012	**Estimated Frequency of Course Offering:** once each 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.) ~~Designed to examine~~ Examine action research as self-reflective systematic inquiry by practitioners. Emphasis is placed on teachers' better understanding of their teaching practice, refelcting on current issues and problems in early childhood, discussing methodology of action research including questions, data collection, data analysis and interpretation, and conclusions from the research.

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 current curriculum has a course that combines the topics of assessment and action research. Data indicate that candidates are not as strong in data analysis and interpretation as the program would want. Addressing both topics in one course prevents adequate instruction and student time to devote to this challenging component. By separating action research from assessment, adequate emphasis can be placed on this important knowledge and skills for teachers.

☐ 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.)

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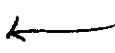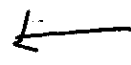
Data Analysis & Interpretation   7 (70%) Target; 2 (20%) Acceptable; 1 (10%) Unacceptable [2010-2011 Action Research Assessment Report, LiveText]

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText will be used to determine the effectiveness of the course.

☐ Other:

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

Approvals:	
Dept. Head: *Shirley P. Andrew*	Date: 1/26/12
College/Division Exec. Comm.:	Date: 1/26/12
Dean/Director:	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course):	Date: 2-2-2012
Graduate Dean: (for graduate course):	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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ECED 7340

Action Research in Early Childhood Education
3 SEMESTER HOURS

■■

Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(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.

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

REQUIRED TEXTBOOKS

Johnson, A. P. (2012). *A short guide to action research*, 4th ed. New York: Pearson.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Other readings as assigned.

COURSE DESCRIPTION

The course is designed to examine action research as self-reflective, systematic inquiry by practitioners. Emphasis is placed on teachers' better understanding of current issues and trends in early childhood education. Action research methodology including developing questions, data collection, data analysis and interpretation, and conclusion will be examined and used.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

COURSE OBJECTIVES

The candidate will:

1. Discuss the role of action research in early childhood education and methods of data collection. (CFS IV, VI)

2. Discuss classroom-based action research based on reading, reflecting, analyzing, and performing it. (CFS IV)

3. Plan and implement an action research project. (CFS IV, VI)

4. Write an action research report. (CFS IV)

COURSE REQUIREMENTS AND EVALUATION

Action Research: This action research project is to assist teachers in implementing a variety of analysis and assessment methods of the research process.

1. Proposal for Action Research. The candidate will prepare an action research proposal to implement in an early childhood classroom. The action research proposal will include the following components: research purpose, research questions, data collection plan. The review of literature developed in ECED 7330 may be used as the basis for the project.

2. Implementation of Action Research. The action research plan will be implemented in an early childhood classroom. Data will be collected during this phase of the project.

3. Analysis of Data. The candidate will analyze the data collected for the action research project.

4. Written Action Research Report. The candidate will complete a written action research report that includes a description of the content of the project, a review of the related literature (developed in ECED 7330), data collection methods, data analysis, interpretation, and recommendations.

5. Presentation. The candidate will present an overview of the action research project to the class.

GRADING PROCEDURES

	Possible Points
Proposal for Action Research	25 points
Implementation of Action Research	25 points
Analysis of Data	25 points
Written Action Research Report	125 points
Presentation	100 points
TOTAL	300 points

Final Grade Scale
A = 100-90%   B = 89-80%   C = 79-70%   D = 69-60%   F = 59-0%

ATTENDANCE POLICY

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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STUDENT OPINION OF INSTRUCTION

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision: Early Childhood & Special Education	**Faculty Member Requesting Revision:** Janet Foster

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

ECED 7540 Children, Play, and Development

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

Current:	**Requested:**
Course Prefix and Number: ECED 7540	**Course Prefix and Number:** ECED 7540
Credit Hours: 3	**Credit Hours:** 3
Course Title: Children, Play, and Development	**Course Title:** Developing Creativity and Critical Thinking in ECE
Prerequisites: 0	**Prerequisites:** 0
Co-requisites: 0	**Co-requisites:** 0
Course Description: Focus on the definitions and the characteristics of play as a basis for understanding cultural and gender differences and similarities in children's play, the multiple stages of play by developmental age, play in special populations, and the relationship of play to intellectual, social, physical, and emotional development. Field based observations and experiences with multiple ages of children as they engage in play is included.	**Course Description:** Candidates will examine how creativity and thinking skills can be developed across the curriculum. Creativity and cognitive development theory are used as the foundation for enhancing the planning and implementation of instruction in the early childhood curriculum.

Semester/Year to be Effective: Summer 2011 2012	**Estimated Frequency of Course Offering:** once annually

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

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

☒ Improving student learning outcomes: New Georgia Professional Standards Commission policy (Rule 505-2-.41) requires teachers to complete graduate programs in the field in which they are teaching in order to upgrade a T-4 to a T-5 certificate. Changes will provide candidates with a much stronger core in field-- Early Childhood Education--that addresses the spirit of the PSC policy.

☒ Adopting current best practice(s) in field: Within the context of today's standards-based schools, opportunities for children to develop creativity and critical thinking skills are sometimes neglected. This course will examine theory and practice that can be applied to standards-based approaches but address these critical developmental areas simultaneously.

☐ 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.) The program does not current require this course in the curriculum. The addition of this course will enable candidates to acquire the knowledge and skills to support children's developing creativity and critical thinking skills.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText will be used to determine the effectiveness of the course.

Approvals:	
Dept. Head: _Shirley P. Andrew_	Date: 1/26/12
College/Division Exec. Comm.:	Date: 1/26/12
Dean/Director:	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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Integrating Creativity and Critical Thinking in ECE
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

REQUIRED TEXTBOOKS

Edwards, L. C. (2010). *The creative arts: A process approach for teachers and children*. Boston: Merrill.

Siegler, R. S., & Alibali, M. W. (2005). *Children's thinking*. Upper Saddle River, NJ: Pearson.

Other readings as assigned.

COURSE DESCRIPTION

Candidates will examine how creativity and thinking skills can be developed across the curriculum. Creativity and cognitive development theory are used as the foundation for enhancing the planning and implementation of instruction in the early childhood curriculum.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

COURSE OBJECTIVES (CO):

The candidate will:

1. identify and analyze current theories of developing creativity and thinking skills in students. (CFS II)

2. investigate ways that the early childhood curriculum can be enhanced by applying theories of creative and thinking development. (CFS II, V)

3. plan and implement lessons in an early childhood classroom that integrate creativity and thinking theories into standards-based learning. (CFS II, V)

4. evaluate an existing curriculum unit for elements of creative and thinking development and suggest modifications for improvement. (CFS II, V)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Creativity and Thinking Theories Paper. The candidate will select one theory for creative or thinking development to investigate and identify related current professional literature. A paper will be written to identify theorists associated with the theory, a description of the theoretical framework, and ways in which the theory can be translated into educational practice for young students. (CO 1, 2)

2. Case Study in Enhancing Curriculum Planning. Using an existing P - 5 teaching unit, the candidate will examine and evaluate the unit for ways in which it enhances creativity and thinking skills. Recommendations for revision of the teaching unit will be made. (CO 2, 4)

3. Curriculum Planning. The candidate will plan and implement a unit of study in a P-5 classroom. The unit of study will be developed employing creativity and thinking theory. Data regarding students' learning outcomes will be collected and analyzed. The candidate will discuss the outcomes in relation to standards-based instruction and creative/thinking. Recommendations for revision will be proposed. (CO 1, 2, 3, 4)

4. Reflection Journal. The candidate will write a one-page reflection about each course topic. Journal reflections will include a summary of the reading and ways in which the reading may be applied to teaching young students.

COURSE EVALUATION

Creativity and Thinking Theories Paper	150 points
Case Study Curriculum Planning	50 points
Curriculum Planning	150 points
Reflection Journal (10@ 10 points)	100 points
	450 points

Grading scale:
- A = 90-100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 60%

ATTENDANCE POLICY

PROFESSIONALISM

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INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision: Early Childhood & Special Education	**Faculty Member Requesting Revision:** Janet Foster

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

ECED 7550 The Integrated Early Childhood Curriculum

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

Current:	**Requested:**
Course Prefix and Number: ECED 7550	**Course Prefix and Number:** ECED 7550
Credit Hours: 3	**Credit Hours:** 3
Course Title: The Integrated Early Childhood Curriculum	**Course Title:** Differentiating Instruction in P-5 Classrooms
Prerequisites: 0	**Prerequisites:** 0
Co-requisites: 0	**Co-requisites:** 0
Course Description: In depth investigation of developmentally appropriate ECE integrated curricula which employ a holistic philosophy of ECE. Principles and processes of integrated curriculum development will be examined.	**Course Description:** Investigation of the early childhood curriculum and differentiating content, process, and product (universal design) to meet the needs of all children. Elements of differentiation such as children's needs, the classroom environment, curriculum, and assessment are included.
Semester/Year to be Effective: Summer 2011 2012	**Estimated Frequency of Course Offering:** once annually

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

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

☒ Improving student learning outcomes: New Georgia Professional Standards Commission policy (Rule 505-2-.41) requires teachers to complete graduate programs in the field in which they are teaching in order to upgrade a T-4 to a T-5 certificate. Changes will provide candidates with a much stronger core in field-- Early Childhood Education--that addresses the spirit of the PSC policy.

☒ Adopting current best practice(s) in field: Intellectual, cultural, language, and ability diversity is increasing in early childhood classrooms. This course will examine the knowledge and skills needed by educators to plan and implement standards-based curriculum, yet address

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the individual needs of children simultaneously.

☐ 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.) The program does not current require this course in the curriculum. The addition of this course will enable candidates to acquire the knowledge and skills to differentiate the early childhood curriculum for children with intellectual, cultural, language, and ability differences.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText will be used to determine the effectiveness of the course.

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Approvals:	
Dept. Head: _Shirley P. Andrews_	Date: 1/26/12
College/Division Exec. Comm.:	Date: 1/26/1~
Dean/Director:	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

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

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

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

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

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

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

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

REQUIRED TEXTBOOKS

Bender, W. (2008). *Differentiating instruction for students with learning disabilities*, 2nd ed. Thousand Oaks, CA: Corwin.

Smutny, J., & von Fremd, S. (2010). *Differentiating for the young child*. Thousand Oaks, CA: Corwin.

Van Hoorn, J., Nourot, P., Scales, B., & Alward, K. (2011). *Play at the center of the curriculum*, 5th ed. Boston: Pearson.

COURSE DESCRIPTION

Investigation of the early childhood curriculum and differentiating content, process, and product (universal design) to meet the needs of all students. Elements of differentiation such as students' needs, the classroom environment, curriculum, and assessment are included.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

COURSE OBJECTIVES

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

1. discuss the topic of differentiation in the early childhood classroom. (CFS I, V)

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2. apply universal design to planning, implementing, and assessing curriculum in an elementary classroom. (CFS I, V)

3. investigate elements of diversity that exist in early childhood classrooms and articulate how diversity impacts students' learning. (CFS V)

4. compare assessment data for early childhood curriculum and instruction that is based on universal design with assessment data from more traditional methods. (CFS I & V)

5. evaluate a classroom environment for elements of differentiation and universal design. (CFS I & V)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Course Readings. The candidate will complete a weekly, one-page summary of materials assigned for reading. At the conclusion of the summary, the candidate will pose at least three questions or ideas from the reading to help facilitate discussion among the class members. (CO 1, 2, 3, 4, 5)

2. Curriculum Design, Implementation, & Assessment*. The candidate will select a content area from the curriculum to develop into a series of lessons based on principles of universal design. The lessons will be implemented in an elementary school classroom. Assessment data will be used to compare the success of all students in the group. The candidates will write about this experience with differentiation and justify the decisions of universal design that were chosen for the project. Guidelines will be presented by the instructor. (CO 2, 3, 4)

3. Diversity Paper. The candidate will select one area of diversity to investigate. Diversity such as ELL/culture, intellect, giftedness, learning disabilities, emotional/behavioral disabilities, autism spectrum, communication disorders, deafness, visual impairment, ADHD, and other health differences are areas to consider. The paper will define the difference, discuss what the professional literature provides about the difference and schooling, and make recommendations for differentiating for the difference. Specific guidelines will be presented. (CO 3, 5)

4. Assessment and Differentiation Project. The candidate will compare assessment data from assignment #2 with past performance of students in the same curriculum area. An analysis of students' performances will be completed. The candidate will speculate as to what elements of universal design impacted the assessment results and justify the impact based on the professional literature. (CO 2, 4)

5. Classroom Evaluation. The class will create a classroom inventory to assess for universal design. Each candidate will observe in an elementary classroom and complete the inventory. Recommendations will be made regarding how to improve its access for all students. (CO 2, 5)

* Assignments 2 will be assessed by the course instructor in LiveText using the COE Observation Instrument (Standard V. Planning & Instruction)

COURSE EVALUATION

	Possible points
1. Readings (10@5)	50
2. Curriculum Design, Implementation & Assessment	100
3. Diversity Paper	100
4. Assessment/Differentiation Project	50
5. Classroom Evaluation	50
Total	350

A = 90-100% of total points possible for course   C = 70-79%   F = 59% and below
B = 80-89%   D = 60-69%

ATTENDANCE POLICY

PROFESSIONALISM

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DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

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

FIRST OFFENSE:

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

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

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

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS OFFICE

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

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STUDENT OPINION OF INSTRUCTION

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/30/2011 (mm/dd/yyyy)

Department Initiating Revision: Early Childhood & Special Education	**Faculty Member Requesting Revision:** Shirley Andrews

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

ECED 8230 Mentoring and Advocacy in Early Childhood Education

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

Current:	**Requested:**
Course Prefix and Number: ECED 8230	**Course Prefix and Number:** ECED 7230
Credit Hours: 2	**Credit Hours:** 3
Course Title: Mentoring and Advocacy in Early Childhood Education	**Course Title:** Teachers as Mentors, Coaches, and Leaders in ECE
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: An overview of the knowledge, understandings, and skillls necessary to assume mentoring and adocacy roles in various capacities in early childhood education. Emphasis is given to the development of early childhood advocates who establish programs and policy that significantly and positively impact the young children, families, and communities with whom they work. Professional ethics and the development of mentoring strategies are integral parts of this course.	**Course Description:** An overview of the current research and strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators. Emphasis is given to the support system for preservice teacher candidates as well as beginning teachers. The course is designed to develop the leadership skills of teachers to empower them to provide support for preservice and beginning teachers.

Semester/Year to be Effective: Summer ~~2011~~ 2012	**Estimated Frequency of Course Offering:** once annually

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

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

☒ Improving student learning outcomes: New Georgia Professional Standards Commission policy (Rule 505-2-.41) requires teachers to complete graduate programs in the field in which they are teaching in order to upgrade a T-4 to a T-5 certificate. Changes will provide candidates with a much stronger core in field-- Early Childhood Education--that addresses the spirit of the

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PSC policy.

☒ Adopting current best practice(s) in field: Mentoring new educators is necessary to alleviate the current attrition rate during the first years in the classroom. This course will prepare master teachers to assume this leadership role in their schools as they work both with preservice teachers and beginning teachers.

☐ 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.) The current program does not require a similar course. The addition of this course to the curriculum will provide candidates with the opportunity to develop the knowledge and skills needed to become mentors in the school environment.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data collected from assessments of course assignments that are aligned with the College of Education Conceptual Framework Principles and collected via LiveText will be used to determine the effectiveness of the course.

Approvals:	
Dept. Head: _Shirley P. Andrew_	Date: 1/26/12
College/Division Exec. Comm.:	Date: 1/26/12
Dean/Director:	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education

Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS

Horn, P., & Metler-Armijo, K. (2011). *Toolkit for mentor practice*. Thousand Oaks, CA: Corwin Press.

Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*, 3rd ed. Thousand Oaks, CA: Corwin Press.

Gabriel, J. (2005) *How to survive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

American Psychological Association (2010). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Additional readings as assigned.

COURSE DESCRIPTION

An overview of the current research and strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators. Emphasis is given to the support system for preservice teacher candidates as well as beginning teachers. The course is designed to develop the leadership skills of teachers to empower them to provide support for preservice and beginning teachers.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

The candidate will:

1. Discuss codes of ethics of NAEYC, ACEI, and PSC and apply the principles to professional behavior. (CFS IV)

2. Use self analysis and reflection to plan for improvement of teaching performance. (CFS IV)

3. Mentor preservice candidates, beginning teachers, and mentors in early childhood education. (CFS II, IV)

4. Use professional leadership skills when mentoring and coaching and provide objective feedback. (CFS II, IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Professional Leadership Beliefs Statement. Candidates will compose a Professional Leadership Beliefs Statement. Directions for completing the assignment will be provided (CO 1, 2)

2. Mentoring and Coaching Cases. Candidates will analyze mentoring and coaching cases. One case will involve a mentoring problem in which candidates write an intervention plan to address the problem. (CO 1, 3, 4)

3. Mentoring and Coaching Action Plan. Candidates will develop Action Plans for mentoring and coaching preservice teachers and beginning teachers. Action Plans will be presented during class time. (CO 1, 4)

4. Mentoring and Coaching Resources. Candidates will develop an electronic file of mentoring, coaching, and teacher leadership resources (internet and print) that support preservice, beginning teachers, and mentors. (CO 1, 4)

5. Lesson Analysis and Reflection. Candidates will video a lesson they teach, complete a COE Observation Instrument, and write a summary and reflection of the process. The purpose of this assignment is for candidates to document their own effective teaching practices. (CO 1, 2)

6. Peer Observation Activity and Reflection*. Candidates will conduct an observation of a peer's lesson and a post-observation conference and prepare a written analysis of the lesson including a description of the lesson and specific commendations and recommendation for the teacher being observed. (CO 1, 3, 4)

   *Assignment 6 will be assessed by a peer in LiveText using the COE Observation Instrument (Standard VI. Professionalism)

COURSE EVALUATION

	Possible Points
Professional Leadership Beliefs Statement	50
Mentoring and Coaching Cases	50
Mentoring and Coaching Action Plans	100

Mentoring and Coaching Resources	50
Lesson Analysis and Reflection	100
Peer Observation Activity and Reflection	100

Total   450 points

Grading scale:

A = 90-100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = below 60%

ATTENDANCE POLICY

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

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2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

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

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ACCESS OFFICE

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Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

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

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number: 157	Proposed Effective Date for Revised Catalogue Copy: (new or revised) May 2012

Degree and Program Name: Master of Science in Nursing

Present Requirements: Program Admission Requirements (M.S.N. and R.N.-M.S.N. Option) To be considered for admission to the Master of Science in Nursing, an applicant must have: 1. graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program; 2. a GPA of 3.0 or higher on a 4.0 point scale; 3. a minimum score of 400 on the verbal section and minimum score of 3.5 on theanalytical writing section of the Graduate Record Examination (GRE). A Miller Analogies Test (MAT) score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE; 4. evidence of Georgia licensure as a registered nurse; 5. three letters of recommendation from persons whose observations of applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.. 6. Admission to regular graduate status requires completion of a graduate-level statistics course.	**Proposed Requirements:** (highlight changes after printing) Program Admission Requirements To be considered for admission to the Master of Science in Nursing, an applicant must have: 1. graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program; 2. a GPA of 3.0 or higher on a 4.0 point scale; 3. a minimum score of 146 verbal and a minimum score of 3.5 on the analytical writing section if taken after November 2011 or a minimum score of 400 on the verbal section and minimum score of 3.5 on the analytical writing section of the Graduate Record Examination (GRE) if taken prior to November 2011. A Miller Analogies Test (MAT) score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE; 4. evidence of Georgia licensure as a registered nurse; 5. three letters of recommendation from persons whose observations of applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form. 6. Admission to regular graduate status for Clinical Nurse Leader Applicants requires completion of a graduate-level statistics course.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Curriculum changes in the AGNP program removed the statistics prerequisite. Changes in the scoring of the GRE mandated update to admission requirements.

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: *Maria Whyte*	Date: 1/20/12
College/Division Exec. Committee: *[signature]*	Date: 1/26/12
Dean(s)/Director(s): *Anita G Nuppt*	Date: 1/26/12
Graduate Exec. Comm.: (for grad program) *[signature]*	Date: 2-2-2012
Graduate Dean: (for grad program) *[signature]*	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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Examples of Outcome Assessments

1. Each student must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
2. Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of a thesis or project.

To Apply Online: https://www.applyweb.com/apply/vsug/menu.html

MASTER OF SCIENCE IN NURSING

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

? Remove

Admission Deadlines:
~~(M.S.N. and R.N.-M.S.N. Option)~~

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

Program Admission Requirements (~~M.S.N. and R.N.-M.S.N. Option~~)

To be considered for admission to the Master of Science in Nursing, an applicant must have:

Form

1. graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program;
2. a GPA of 3.0 or higher on a 4.0 point scale;
3. a minimum score of 400 on the verbal section and minimum score of 3.5 on the analytical writing section of the Graduate Record Examination (GRE). A Miller Analogies Test (MAT) score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE;
4. evidence of Georgia licensure as a registered nurse;
5. three letters of recommendation from persons whose observations of applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form..
6. Admission to regular graduate status requires completion of a graduate-level statistics course.

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REQUEST FOR A REVISED CATALOGUE COPY

RECEIVED

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

Valdosta State University

JAN 27 2012

VALDOSTA STATE UNIVERSIT
GRADUATE SCHOOL

| **Area of Change:** ☐ Core | ☐ Senior | ☒ Graduate |

| **Current Catalogue Page Number:** 159-160 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 2012 |

Degree and Program Name: Masters of Science in Nursing Degree

| **Present Requirements:** All students choosing the Care Manager, Nurse Educator, and Nurse Administrator roles must take the following 4 courses regardless of their selected clinical tracks.
Core Courses .

....
9 hours NURS 7100 Pathophysiology
.... 3 hours NURS 7110
Theories Used in Nursing .... 2 hours
NURS 7120 Nursing Research
.... 3 hours
NURS 7130 Seminar in Issues & Health Policy
.... 1 hour Clinical Focus Courses .
.... 12 hours
Advanced Nursing of Growing Families
NURS 7211 Advanced Nursing Care with Growing
Families .... 6 hours
159NURS 7312 Advanced Nursing Care with Growing
Families During Health Crisis 6
hours
Advanced Nursing of Adults
NURS 7231 Advanced Nursing for Health Promotion
of Adults ....
3 hours NURS7231LANHPAClinicallaboratory
.... 3 hours NURS7332
AdvancedNursingforHealth Restoration of Adults
.... 3 hours
NURS7332LANHRAClinicallaboratory ....
3 hours
Psychiatric/Mental Health Nursing
NURS 7251 Mental Health Nursing with Person
.... 6 hours
NURS 7352 Mental Health Nursing with Persons
.... 6 hours Role Option Courses .
.... 9
hours
Education
NURS 7321 Curriculum Design for Nursing
.... 3 hours | **Proposed Requirements:** (highlight changes after printing) REMOVE |

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NURS 7422 Teaching Strategies for Nursing
.... 6 hours
Nursing Administration
NURS 7331 Nursing Administration: Roles & Theories
.. 3 hours
NURS 7432 Nursing Admin. : Implementation of Role
...... 6 hours
Care Manager
NURS 7341 Care Manager: Roles and Theories
.... 3 hours
NURS 7442 Care Manager: Implementation of Role
.... 6 hours Thesis or Project (All students must do a
thesis or project). .... 6 hours
NURS 7463 Thesis
.... 1-6 hours NURS
7473 Project 1-6
hours
Total Required for the Degree
.... 36 semester hours
Requirements for the Clinical Nurse Leader Track
within the MSN Program
NURS 7100 Pathophysiology 3
hours NURS 7110 Theories Used in Nursing
.... 2 hours NURS 7150 Health Care
Information Systems .... 2 hours NURS 7160
Health Care Delivery Systems .... 2 hours
NURS 7200 Advanced Health Assesment 3
hours NURS 7200L Adv. Health Assesment Practicum
.... 1 hour NURS 7220 Advanced Evidence-based
Practice .... 3 hours NURS 7230 Advanced
Pharmacology .... 3 hours NURS 7300
Population-based Care Management ...... 3 hours NURS
7310 Leadership .... 3 hours
NURS 7320 Clinical Nurse Leader Role Development .
3 hours NURS 7410 Clinical Nurse Leader Synthesis...
.... 2 hours NURS 7420 Clinical Practicum
.... 6 hours
Total Required for the Degree
.... 36 semester hour
160

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 Currently are delivering to last students will deactivate in the future

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: _Maria Whyte_	Date: 1/20/12
College/Division Exec. Committee: _Melissa Brito_	Date: 1/26/12
Dean(s)/Director(s): _Anita Huppt_	Date: 1/26/12
Graduate Exec. Comm.: (for grad program)	Date: 2-2-2012
Graduate Dean: (for grad program)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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7. Students must have a minimum grade of "B" in all nursing courses;
8. Students must have a cumulative GPA of 3.0 for all graduate courses;
9. Students receiving two grades of "C" or below ("D," "F," "WF," or "U") will be dismissed from the program.
10. If dismissed from the program, the student must wait a minimum of 1 calendar year and obtain approval from the academic department before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the program will be considered.
11. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor, the Dean of the College of Nursing, and approval from the Dean of the Graduate School.
12. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree.

Program Graduation Requirements (M.S.N. and R.N.-M.S.N. Option)

1. Students must complete an application for graduation one semester prior to their expected graduation date;
2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination covering the areas of theory, research, the clinical focus, and the selected role.
4. Successful completion of a thesis or project.

Requirements for the Master of Science in Nursing Degree

All students choosing the Care Manager, Nurse Educator, and Nurse Administrator roles must take the following 4 courses regardless of their selected clinical tracks.

Core Courses .... **9 hours**
    NURS 7100 Pathophysiology .... 3 hours
    NURS 7110 Theories Used in Nursing .... 2 hours
    NURS 7120 Nursing Research .... 3 hours
    NURS 7130 Seminar in Issues & Health Policy .... 1 hour
Clinical Focus Courses .... **12 hours**
    Advanced Nursing of Growing Families
      NURS 7211 Advanced Nursing Care
          with Growing Families .... 6 hours

remove

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NURS 7312 Advanced Nursing Care with Growing
      Families During Health Crisis .... 6 hours
Advanced Nursing of Adults
    NURS 7231 Advanced Nursing for Health Promotion
    of Adults .... 3 hours
    NURS 7231L ANHPA Clinical laboratory .... 3 hours
    NURS 7332 Advanced Nursing for Health
    Restoration of Adults .... 3 hours
    NURS 7332L ANHRA Clinical laboratory .... 3 hours
Psychiatric/Mental Health Nursing
    NURS 7251 Mental Health Nursing with Person .... 6 hours
    NURS 7352 Mental Health Nursing with Persons .... 6 hours
Role Option Courses .... **9 hours**
Education
    NURS 7321 Curriculum Design for Nursing .... 3 hours
    NURS 7422 Teaching Strategies for Nursing .... 6 hours
Nursing Administration
    NURS 7331 Nursing Administration: Roles & Theories .. 3 hours
    NURS 7432 Nursing Admin. : Implementation of Role ...... 6 hours
Care Manager
    NURS 7341 Care Manager: Roles and Theories .... 3 hours
    NURS 7442 Care Manager: Implementation of Role .... 6 hours
Thesis or Project (All students must do a thesis or project). .... **6 hours**
    NURS 7463 Thesis .... 1-6 hours
    NURS 7473 Project .... 1-6 hours

Total Required for the Degree .... **36 semester hours**

Requirements for the Clinical Nurse Leader Track within the MSN Program

NURS 7100 Pathophysiology .... 3 hours
NURS 7110 Theories Used in Nursing .... 2 hours
NURS 7150 Health Care Information Systems .... 2 hours
NURS 7160 Health Care Delivery Systems .... 2 hours
NURS 7200 Advanced Health Assesment .... 3 hours
NURS 7200L Adv. Health Assesment Practicum .... 1 hour
NURS 7220 Advanced Evidence-based Practice .... 3 hours
NURS 7230 Advanced Pharmacology .... 3 hours
NURS 7300 Population-based Care Management ...... 3 hours
NURS 7310 Leadership .... 3 hours
NURS 7320 Clinical Nurse Leader Role Development . 3 hours
NURS 7410 Clinical Nurse Leader Synthesis... .... 2 hours
NURS 7420 Clinical Practicum .... 6 hours

Total Required for the Degree .... **36 semester hour**

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

Area of Change: ☐ Core ☐ Senior ☒ Graduate	
Current Catalogue Page Number: 161	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 2012

Degree and Program Name: Masters of Science in Nursing Degree

| **Present Requirements:** Requirements for the Master of Science in Nursing Degree (RN-MSN option) RN Path Core Semester One NURS 3220 Community as a Client .... 5 hours NURS 3150 Principles of Baccalaureate Nursing Education .... 3 hours NURS4060AdvancedHealthAssessment.................................4 hours NURS 4400K Nursing Informatics .... 3 hours Total .... 15 hours After completion of RN-BSN Pathway Semester One courses (15 credits), appli- cants approved for admission to the RN-MSN Pathway must take the following 5 core courses. MSN Path Core Semester Two NURS 7100 Pathophysiology .... 3 hours]NURS 7110 Theories Used in Nursing .... 2 hours NURS 7120 Nursing Research .... 3 hours NURS 7140 Leadership in Advanced Nursing Roles .... 3 hours NURS 4250 Intro to Nursing Financial Management .... hours Total .... 14 hours Students in the RN-MSN Curriculum select a clinical track and a role option upon completion of Semester Two Clinical Focus Courses .... 12 hours Role Option Courses .... 9 hours Thesis or Project .... 6 hours Total .... 27 hours Total Required for the RN-MSN Degree .... 41semester hours (56 semester hours including RN-BSN Pathway Semester One) | **Proposed Requirements:** (highlight changes after printing) REMOVE |

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

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: ~~Maria Whyte~~	Date: 1/20/12
College/Division Exec. Committee: ~~Melissa Benton~~	Date: 1/26/12
Dean(s)/Director(s): ~~Anita H Nufft~~	Date: 1/26/12
Graduate Exec. Comm.: (for grad program)	Date: 2-2-2012
Graduate Dean: (for grad program)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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Requirements for the Master of Science in Nursing Degree (RN-MSN option)

RN Path Core Semester One

NURS 3220 Community as a Client .... 5 hours
NURS 3150 Principles of Baccalaureate Nursing Education .... 3 hours
NURS 4060 Advanced Health Assessment .... 4 hours
NURS 4480K Nursing Informatics .... 3 hours
Total .... 15 hours

After completion of RN-BSN Pathway Semester One courses (15 credits), applicants approved for admission to the RN-MSN Pathway must take the following 5 core courses.

MSN Path Core Semester Two

NURS 7100 Pathophysiology .... 3 hours
|NURS 7110 Theories Used in Nursing .... 2 hours
NURS 7120 Nursing Research .... 3 hours
NURS 7140 Leadership in Advanced Nursing Roles .... 3 hours
NURS 4250 Intro to Nursing Financial Management .... hours
Total .... 14 hours

Students in the RN-MSN Curriculum select a clinical track and a role option upon completion of Semester Two

Clinical Focus Courses .... 12 hours
Role Option Courses .... 9 hours
Thesis or Project .... hours
Total .... 27 hours

Total Required for the RN-MSN Degree .... 41 semester hours
156 semester hours including RN-BSN Pathway Semester One)

Requirements for the Adult Health Nurse Practitioner Program

Level One Graduate Core .... 9 hours
   NURS 7100 Pathophysiology .... 3 hours
   NURS 7110 Theories Used in Nursing .... 2 hours
   NURS 7150 Health Care Information Systems .... 2 hours
   NURS 7160 Health Care Delivery Systems .... 2 hours
Level Two Clinical Core .... 10 hours
   NURS 7200 Advanced Health Assessment .... 3 hours
   NURS 7200L Adv. Health Assessment Practicum ...... 1 hour
   NURS 7220 Advanced Evidence-based Practice ...... 3 hours
   NURS 7230 Advanced Pharmacology .... 3 hours

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 160	Proposed Effective Date for Curriculum Change: (Month/Year): Summer 2012	Degree & Program Name: (e.g., BFA, Art): Clinical Nurse Leader Track

Present Requirements: Requirements for the Clinical Nurse Leader Track within the MSN Program	Proposed Requirements (Underline changes after printing this form: Requirements for the Clinical Nurse Leader Track within the MSN Program
NURS 7100 Pathophysiology .... 3 hours **NURS 7110 Theories Used in Nursing** .... 2 hours **NURS 7150 Health Care Information Systems** .... 2 hours **NURS 7160 Health Care Delivery Systems** .... 2 hours **NURS 7200 Advanced Health Assesment** .... 3 hours **NURS 7200L Adv. Health Assesment Practicum** .... 1 hour **NURS 7220 Advanced Evidence-based Practice** .... 3 hours **NURS 7230 Advanced Pharmacology** .... 3 hours **NURS 7300 Population-based Care Management** ...... 3 hours **NURS 7310 Leadership** .... 3 hours **NURS 7320 Clinical Nurse Leader Role Development** . 3 hours **NURS 7410 Clinical Nurse Leader Synthesis...** .... 2 hours **NURS 7420 Clinical Practicum** .... 6 hours	NURS 7100 _Advanced_ Pathophysiology .... 3 hours NURS 7110 _Philosophical and Theoretical Foundations for Nursing Practice_ .... 2 hours NURS 7150 Nursing and Health Care Information Systems .... 2 hours NURS 7160 Health Care Delivery Systems, _Economics, and Policy_ .... 2 hours NURS 7200 Advanced Health Assessment .... 3 hours NURS 7200L Adv. Health Assessment Practicum .... 1 hour NURS 7220 Advanced Evidence-based Practice .... 3 hours NURS 7230 Advanced Pharmacology .... 3 hours NURS 7300 Population-based Care Management ...... 3 hours NURS 7310 Leadership _for Quality Nursing Environments and Clinical Outcomes Management_ .... 3 hours NURS 7320 Clinical Nurse Leader Role Development _In Practice_ 3 hours NURS 7410 Clinical Nurse Leader Synthesis _and Best Practices_ .... 2 hours NURS 7420 Clinical Practicum _and Residency for Clinical Nurse Leaders_ .... 3 or 6 hours [TOTAL of 6 hours 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.

☒ Improve student learning outcomes: Large number of clinical hours in one semester for NURS 7420

places a barrier for completion of program for working graduate students in nursing.

☐ 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.)

Approvals:

Department Head: Maria White	Date:	1/20/12
College/Division Exec. Committee:	Date:	1/26/12
Dean(s)/Director(s): Anita M Hupp	Date:	1/26/12
Grad. Exec. Committee: (for graduate course)	Date:	2-2-2012
Graduate Dean: (for graduate course)	Date:	2-2-2012
Academic Committee:	Date:	

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VALDOSTA STATE UNIVERSITY   COLLEGE OF NURSING

Master of Science in Nursing Program
Curriculum for the Clinical Nurse Leader (CNL) Track

Course Number/Title Semester One: Core NURS	Credits	Course Number/Title Semester Two: Core NURS	Credits
7100 Advanced Pathophysiology	(3-0-3)	7200 Advanced Health Assessment	(3-0-3)
7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice	(2-0-2)	7200L Advanced Health Assessment Practicum	(0-4-1)
7160 Health Care Delivery Systems, Economics, and Policy	(2-0-2)	7220 Advanced Evidence-Based Practice	(3-0-3)
7150 Nursing and Health Care Information Systems	(2-0-2)	7230 Advanced Pharmacology	(3-0-3)
Total Credits for Semester	**9**	**Total Credits for Semester**	**10**
Total CNL Clinical Hours	**0**	**Total CNL Clinical Hours**	**60**
Semester Three: Clinical Nurse Leader NURS	Credits	**Semester Four: Clinical Nurse Leader** NURS	Credits
7300 Population-Based Care Management	(3-0-3)	7410 Clinical Nurse Leader Synthesis and Best Practices	(1-4-2)
7310 Leadership for Quality Nursing Environments and Clinical Outcomes Management	(3-0-3)	7420 Clinical Practicum and Residency for Clinical Nurse Leaders [total of 6 hours required]	(0-12-3) or (0-24-6)
7320 Clinical Nurse Leader Role Development in Practice	(2-4-3)		
Total Credits for Semester	**9**	**Total Credits for Semester**	**5 or 8**
Total CNL Clinical Hours	**60**	**Total CNL Clinical Hours**	**240-420**
		Total Credits for Program	**36**
		Total Program CNL Clinical Hours	**540**

Note: A prerequisite for admission to the MSN-CNL program includes successful completion of a graduate course in statistics.

NURS 7312 Advanced Nursing Care with Growing

        Families During Health Crisis .... 6 hours

Advanced Nursing of Adults

    NURS 7231 Advanced Nursing for Health Promotion

    of Adults .... 3 hours

    NURS 7231LANHPA Clinical laboratory .... 3 hours

    NURS 7332 Advanced Nursing for Health

    Restoration of Adults .... 3 hours

    NURS 7332LANHRA Clinical laboratory .... 3 hours

Psychiatric/Mental Health Nursing

    NURS 7251 Mental Health Nursing with Person .... 6 hours

    NURS 7352 Mental Health Nursing with Persons .... 6 hours

Role Option Courses . ... **9 hours**

    Education

    NURS 7321 Curriculum Design for Nursing .... 3 hours

    NURS 7422 Teaching Strategies for Nursing .... 6 hours

    Nursing Administration

    NURS 7331 Nursing Administration: Roles & Theories .. 3 hours

    NURS 7432 Nursing Admin. : Implementation of Role ...... 6 hours

    Care Manager

    NURS 7341 Care Manager: Roles and Theories .... 3 hours

    NURS 7442 Care Manager: Implementation of Role .... 6 hours

Thesis or Project (All students must do a thesis or project). .... **6 hours**

    NURS 7463 Thesis .... 1-6 hours

    NURS 7473 Project .... 1-6 hours

Total Required for the Degree .... **36 semester hours**

[handwritten: TO BE removed]

Requirements for the Clinical Nurse Leader Track within the MSN Program

NURS 7100 ~~Pathophysiology~~ .... 3 hours *[handwritten: Advanced Pathophysiology]*

NURS 7110 ~~Theories Used in Nursing~~ .... 2 hours *[handwritten: Philosophical + Theoretical Foundations for Advance Nursing Practice]*

NURS 7150 Health Care Information Systems .... 2 hours

NURS 7160 Health Care Delivery Systems, *[handwritten]* . 2 hours

NURS 7200 Advanced Health Assesment .... 3 hours

NURS 7200L Adv. Health Assesment Practicum .... 1 hour

NURS 7220 Advanced Evidence-based Practice .... 3 hours

NURS 7230 Advanced Pharmacology .... 3 hours

NURS 7300 Population-based Care Management ...... 3 hours

NURS 7310 Leadership .... 3 hours

NURS 7320 Clinical Nurse Leader Role Development . 3 hours

NURS 7410 Clinical Nurse Leader Synthesis... .... 2 hours

NURS 7420 Clinical Practicum .... 6 hours

Total Required for the Degree .... **36 semester hour**

[handwritten: 82]

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 1/13/12 (mm/dd/yyyy)

Department Initiating Revision: College of Nursing	**Faculty Member Requesting Revision:** Maria Whyte

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

NURS 7420 Clinical Practicum and Residency for Clinical Nurse Leaders

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: 0-24-6	**Credit Hours:** 0-12-3 or 0-24-6
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: A culminating residency, immersion, precepted experience for students to fully enact the roles of CNL in selected microsystems. Emphasis is placed on CNL competencies, particularly with team building and leading, communication, advocacy, resource and outcomes management, and evidence-based practice. Students must success-fully complete and disseminate results of the CNL capstone project and pass the AACN national board certification examination for clinical nurse leaders.	**Course Description:** A culminating residency, immersion, precepted experience for students to fully enact the roles of CNL in selected microsystems. Emphasis is placed on CNL competencies, particularly with team building and leading, communication, advocacy, resource and outcomes management, and evidence-based practice. Students must successfully complete and disseminate results of the CNL capstone project and pass the AACN national board certification examination for clinical nurse leaders. A total of 6 credit hours (360 clinical hours) are required.

Semester/Year to be Effective: May 2012	**Estimated Frequency of Course Offering:** Twice a year

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

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

☒ Improving student learning outcomes: Large number of clinical hours in one semester places a barrier for completion of program for working graduate students in nursing.

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☐ Adopting current best practice(s) in field:

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

☒ Other: Professional students found planning for 360 clinical hours in one semester difficult and have made other decisions or delayed admission.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Maia Whyte*	Date: 1/20/12
College/Division Exec. Comm.: *Alexander Berto*	Date: 1/26/12
Dean/Director: *Anita M Hufft*	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Data Sources:

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

Approvals:

Department Head:	*Maria Whyco*	Date: 1/20/12
College/Division Exec. Committee:	*Melissa Renton*	Date: 4/26/12
Dean(s)/Director(s):	*Anita Huppt*	Date: 1/26/12
Grad. Exec. Committee: (for graduate course)	*[signature]*	Date: 2-2-2012
Graduate Dean: (for graduate course)	*[signature]*	Date: 2-2-2012
Academic Committee:		Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY COLLEGE OF NURSING

MASTER'S NURSING PROGRAM

COURSE SYLLABUS (CLINICAL NURSE LEADER TRACK)

COURSE NUMBER   NURS 7420

COURSE TITLE   Clinical Practicum and Residency for Clinical Nurse Leaders

COURSE CREDITS   3 credit hours 0-12-3 or 6 credit hours (0-24-6)

CONTACT HOURS   24 clinical hours x 15 weeks = 360 contact hours
(Hybrid delivery or 100% online via BlazeView)

PLACEMENT IN THE CURRICULUM   Final Semester of Course Work – CNL Course

PREREQUISITES AND/OR CO-REQUISITES   NURS 7410

COURSE DESCRIPTION

A culminating residency, immersion, precepted experience for students to fully enact the roles of CNL in selected microsystems. Emphasis is placed on CNL competencies, particularly with team building and leading, communication, advocacy, resource and outcomes management, and evidence-based practice. Students must successfully complete and disseminate results of the CNL capstone project and pass the AACN national board certification examination for clinical nurse leaders. A total of 6 credit hours (360 clinical hours) are required.

COURSE FACULTY   Dr. James P. Humphrey, MSN, PhD, RN, CNS, CNL
Associate Professor of Nursing
jphumphr@valdosta.edu (229)333-5960
Martin Hall Office 106

COURSE OBJECTIVES

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

Course Objectives	VSU MSN Program Objectives	Essentials of Master's Education in Nursing (AACN, Aug. 2010)	Clinical Nurse Leader Core Competencies (AACN, 2007)
1. initiate community partnerships to identify health disparities, establish health promotion goals, and implement strategies to address those concerns;	1, 2, 3, 4, 5, 6, 7	I, II, IV, V, VI, VII, IX	1, 2, 3, 4, 5, 8, 11, 15, 17
2. articulate the significance of CNL and other nursing roles to policy makers, health care providers, and consumers with effective program evaluation;	1, 3, 5, 7	I, II, IV, V, VI, IX	1, 2, 3, 4, 5, 6, 8, 15, 18
3. advocate for the nursing profession, consumers, and quality nursing care services;	3, 4, 7	IV, VI	1, 2, 4, 5, 8, 15, 18
4. define professional self by purposeful and structured educational experiences for the ongoing improvement of practice	1, 2, 3, 5, 7	III, IV, V, VIII	1, 3, 4, 5, 6, 8, 15, 18

competence and improved practice outcomes;			
5. collaborate with other health professionals as necessary in the design, coordination, and evaluation of care to improve clinical and cost outcomes;	3, 4, 5, 7	II, III, IV, V, VII, VIII	1, 2, 3, 4, 5, 8, 9, 10, 13, 14, 15
6. manage, monitor, and manipulate the environment to foster health and health care quality;	2, 3, 4, 5	II, III, IV, V, VIII, IX	3, 4, 5, 8, 10, 13, 15
7. access and communicate health care information with providers from other disciplines, cultures, and countries;	2, 3, 5, 6	II, V, VII	1, 2, 3, 4, 5, 16, 17, 18
8. use systems and organization theory in the design, delivery, and evaluation of health care delivery and outcomes;	1, 3, 4	I, II, III, IV, V, VIII, IX	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15
9. evaluate readiness for discharge, make recommendations, and individually tailor interventions for the next level of care;	2, 3, 4, 5, 6	I, II, III, IV, V, VI, VII, VIII, IX	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16
10. integrate	2, 3, 4, 5	I, II, IV, V,	3, 4, 5, 6, 8, 15

community resources, social networks, and decision support mechanisms into care management;		VII, VIII, IX	
11. participate in disease surveillance and investigations for disaster management and mass casualty incidents;	2, 3, 4	I, II, III, IV, V, VIII	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15
12. engage clients in therapeutic partnerships with interdisciplinary teams;	4, 6	VI, VII	1, 3, 15
13. synthesize data, information, and knowledge to evaluate and achieve optimal client outcomes;	2, 4, 5	I, III, IV, V, VIII, IX	3, 4, 5, 8, 9, 10, 11, 12, 13, 14
14. promote a positive work environment and a culture of retention and quality;	1, 2, 5, 7	II, IV, V, IX	3, 4, 5, 8, 15
15. serve as a steward of the environment, as well as human and material resources, while coordinating client care; and	2, 3, 4, 5	II, V, VI, IX	3, 4, 5, 6, 7, 9, 13, 14, 15
16. advocate for improvement in the institution/ health care system, policies, and nursing profession.	2, 3, 5, 7	II, III, IV, V, VI, IX	1, 2, 3, 4, 5, 6, 7, 8, 15, 18

TOPICAL OUTLINE

A. Full Enactment of All Roles of the CNL in Selected, Precepted, Microsystems
B. Program Evaluation and Analysis of CNL Roles as Vital to Nursing and Health Care
C. CNL as Member of Nursing Profession
D. CNL as Lifelong Learner
E. Continuous Development of Expertise of CNL Practice Competencies and Improved Practice Outcomes
F. Complete Patient Navigation by the CNL Through the Healthcare Delivery System
G. Team Building, Leading, Communication, Advocacy, Resource and Outcomes Management, and Evidence-Based Practice for CNL Practice
H. Promoting the Best, Most Productive Work Environment and Healthcare Preparation
I. Stewardship of the Environment
J. Integration of Community Resources, Social Networks, and Decision Support Systems into Care Management
K. CNL Project Completion and Dissemination of Results
L. Preparation for AACN National Board Certification Examination for CNLs

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

Lecture, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

REQUIRED TEXTS AND REFERENCES

Agency for Healthcare Research and Quality. (April 2008). *Patient safety and quality: An evidence-based handbook for nurses.* Rockville, MD: Author.

American Association of Colleges of Nursing. (August 2010). *Clinical nurse leader (CNL) certification examination handbook: Candidate information guide.* Washington, DC: Commission on Nurse Certification.

American Association of Colleges of Nursing. (March 2006). *Clinical nurse leader competencies.* Available at http://www.aacn.nche.edu/CNL/pdf/TVHCompetencies.pdf.

American Association of Colleges of Nursing. (2005). *Example of a CNL job description for an acute care setting.* Washington, DC: Author.

American Association of Colleges of Nursing. (May 2003, revised 2004, 2007). *White paper on the role of the clinical nurse leader.* Available at http://www.aacn.nche.edu/Publications/pdf/CNLDRAFT.pdf.

REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

RECEIVED JAN 27 2012 VALDOSTA STATE UNIVERS GRADUATE SCHOOL

Select Area of Change:

☐ Core Curriculum   ☐ Senior Curriculum   ☒ Graduate Curriculum   ☐ Other Curriculum

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

Current Catalog Page Number: 162	Proposed Effective Date for Curriculum Change: (Month/Year): Summer 2012	Degree & Program Name: (e.g., BFA, Art): Adult-Gerontology Nurse Practitioner track

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
RequirementsfortheAdult-Gerontology NursePractitionerTrack	Level One Graduate Core .... 10 hours
Level One Graduate Core	NURS 7011 Statistical Applications in Nursing Research and Practice .... 3 hours
.... **9 hours**	NURS 7100 Advanced Pathophysiology
NURS 7100 Pathophysiology	.... 3 hours
.... 3 hours	NURS 7110 Philosophical and Theoretical
NURS 7110 Theories Used in Nursing	Foundations for Advanced Nursing
.... 2 hours	Practice....................... 2 hours
NURS 7150 Health Care Information Systems	NURS 7150 Nursing and Health Care Information
.... 2 hours	Systems .... 2 hours
NURS 7160 Health Care Delivery Systems	
.... 2 hours	
Level Two Clinical Core	Level Two Clinical Core
.... **10 hours**	.... 10 hours
NURS 7200 Advanced Health Assesment	NURS 7200 Advanced Health Assessment
.... 3 hours	.... 3 hours
NURS 7200L Adv. Health Assesment Practicum	NURS 7200L Adv. Health Assessment Practicum
.... 1 hour	.... 1 hour
NURS 7220 Advanced Evidence-based Practice	NURS 7220 Advanced Evidence-based Practice
.... 3 hours	.... 3 hours
NURS 7230 Advanced Pharmacology	NURS 7230 Advanced Pharmacology
.... 3 hours	.... 3 hours
Level Three Nurse Practitioner	
.... **9 hours**	Level Three Nurse Practitioner
NURS 7330 Nurse Practioner I	.... 8 hours
.... 3 hours	NURS 7160 Health Care Delivery Systems,
NURS 7330L Nurse Practioner Practicum I	Economics, and Policy .... 2 hours
.... 3 hours	
NURS 7340 Advanced Adult Nursing	NURS 7330 Acute & Self-limiting Disease
.... 3 hours	Management for the Nurse Practitioner........ 3 hours
Level Four Nurse Practitioner	
.... **9 hours**	NURS 7330L Acute & Self-limiting Disease
NURS 7350 Nurse Practioner II.	Management for the Nurse Practitioner
.... 3 hours	Lab............3 hours
NURS 7350 Nurse Practioner Practicum II.	
.... 3 hours	Level Four Nurse Practitioner
NURS 7510 Nurse Practioner Project I.	.... 9 hours
.... 3 hours	NURS 7350 Chronic & Complex Disease
Level Five Nurse Practitioner	Management for the Nurse

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.... **9 hours**	Practitioner............................ 3 hours
NURS 7520 Nurse Practioner Project II.	NURS 7350L Chronic & Complex Disease
.... **4 hours**	Management for the Nurse Practitioner
NURS 7590 Nurse Practitioner Capstone	Lab.............. 3 hours
Practicum .... 5 hours	NURS 7510 Nurse Practitioner Project I.
Total Required for the Degree	.... 3 hours
.... **46 semester**	Level Five Nurse Practitioner
hour	.... 9 hours
	NURS 7520 Nurse Practitioner Project II.
	.... 4 hours
	NURS 7590 Nurse Practitioner Capstone Practicum
	.... 5 hours
	Total Required for the Degree
	.... 46 semester
	hour

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: Corrections to degree plan within the catalog. Update to reflect Curriculum changes 1. Course name change 7330,7330L, 7350, 7350L; 2. removal of 7340 from curriculum; 3. addition of 7011 to NP curriculum.

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of first cohort delivered new curriculum by faculty and student comment

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: *Maria Whyte*	Date: 1/20/12	
College/Division Exec. Committee: *Melissa Benton*	Date: 4/26/12	
Dean(s)/Director(s): *Anita Hufft*	Date: 1/26/12	
Grad. Exec. Committee: (for graduate course)	Date:	
Graduate Dean: (for graduate course)	Date:	
Academic Committee:	Date:	

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 1/20/2012 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
College of Nursing	Maria Whyte

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

NURS 7011 Statistical Applications In Nursing Research and Practice 3-0-3
Emphasizes application of appropriate descriptive and inferential statistical procedures
using numerous examples of nursing research and practice data. Selection of correct statistical
procedures, analysis of data, and interpretation of statistical results are discussed. This
course is required for graduate nursing students who have not completed undergraduate
statistics.

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: Statistical Applications In Nursing Research and Practice	**Course Title:**
	Prerequisites:
Prerequisites: N/A	**Co-requisites:**
Co-requisites: N/A	**Course Description:** Application of descriptive and inferential statistical procedures using nursing research and practice data.
Course Description: Emphasizes application of appropriate descriptive and inferential statistical procedures using numerous examples of nursing research and practice data. Selection of correct statistical procedures, analysis of data, and interpretation of statistical results are discussed. This course is required for graduate nursing students who have not completed undergraduate statistics.	

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Summer 2012	BIANNUAL

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Change in College of Nursing Admission policy. All students are required to have a graduate statistics course. This course was used in the past when students did not have an undergraduate course.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: Maria Whyte	Date: 1/20/12
College/Division Exec. Comm.: Melissa Berton	Date: 1/26/12
Dean/Director: Anita H Huppt	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
MASTERS OF SCIENCE IN NURSING PROGRAM

COURSE NUMBER   NURS 7011

COURSE TITLE   Statistical Applications in Nursing Research
and Practice

COURSE CREDITS   3-0-3

PLACEMENT IN THE CURRICULUM Admission to graduate program
          PREREQUISITES None

COURSE DESCRIPTION
**Application of descriptive and inferential statistical procedures using nursing
research and practice data.**

Instructor: Anita G. Hufft PhD, RN
          ahufft@valdosta.edu
          Martin Hall, Room 224
          (229) 333-5959 – office

Office Hours: By appointment

Course Objectives: At the completion of this course the learner will be able to:	Related VSU MSN Program Outcomes	AACN Essentials of Masters Education (1996)
1. Identify appropriate descriptive and inferential statistics for the problem being studied.	4, 5, 7	**Research:** Analyze outcomes of nursing interventions; **Health Care Financing**: analyze and monitor the cost-effectiveness of clinical decisions
2. Explain sampling and probability	5, 9	**Research:** understand statistics and research methods **Health Care Financing**: analyze and monitor the cost-effectiveness of clinical decisions
3. Process a data set using SPSS and/or a spreadsheet	4, 11	**Research;** use computer hardware and software; understand statistics and research methods
4. Select appropriate hypothesis testing related to parametric and non-parametric data	4, 5	Research: understand statistics and research methods
5. Interpret statistical outcomes in terms of nursing implication	4, 5, 9	**Research**: analyze outcomes of nursing interventions; **Health Care Financing**: analyze and monitor the cost-effectiveness of clinical decisions

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Evaluation: Course grade will be based upon the following:

Component	% Grade
Critical Question Set 1	10%
Test 1	20%
Critical Question Set 2	20%
Test 2	20%
Hypothesis Testing Paper	20 %
Submission of online course evaluation and self evaluation	10%

Recommended Textbooks and references:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Course Expectations:

This course has been designed with the learning needs of the students as the priority for decisions regarding assignments, scheduling and evaluation strategies. A variety of student activities are used to present opportunities for students to achieve learning objectives and to demonstrate competency related to those objectives. Students are encouraged to participate actively in online discussions, asking questions and probing faculty and fellow students for intellectual responses supporting the acquisition of knowledge. Critical Question sets may be completed with consultation from other students, but each student is responsible for the knowledge and competencies embedded in each question set.

Please note: This course focuses on knowledge of statistics and probability theory as applied to hypothesis testing and analysis of quantitative data as evidence for nursing practice. This course is based on learning outcomes attained in undergraduate nursing research and expands on the concepts of measurement, data collection strategies, and data analysis. Students will be expected to supplement required readings with published quantitative nursing research literature and other published resources on statistics.

The average graduate student will earn a "B" in this course and will demonstrate acquisition of essential knowledge and abilities required to pass this course through attendance at the on campus seminars, completion of all required assignments, participation in class discussions, both on campus and online, and achievement of a "B" average on all written work.

The excellent student will earn an "A" in this course and evidence superior performance and application through active involvement in seminars, active interaction in online assignments, and completion of all required assignments on time. Evidence of outstanding performance includes articulation of theoretical knowledge at a high level, acquisition of literature and other resources outside of the minimum required assignments, and ability to stimulate class discussion, both on campus and online, beyond the minimal requirements assigned. The "A" student will demonstrate excellent communication skills, and seek out learning opportunities beyond the minimal expectations identified in the syllabus.

- Each student is required to complete an online evaluation of the course and to submit a self evaluation; these are expected components of the course. The faculty will provide feedback summarizing the student evaluations of the course along with how recommended changes will be incorporated in the course. **Your ideas, suggestions and observations are very important!!!**

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- Unless otherwise instructed, all assignments are expected to be the individual work of the student. Students are referred to the policy on Academic Dishonesty, located in the Graduate Catalog, available online. Any student who is determined by a faculty member to be cheating or plagiarizing, either on examination or assignments, will have the work confiscated and given a zero grade. Academic misconduct extends to those who give inappropriate assistance as well as those who accept it. Academic misconduct may be grounds for dismissal from the nursing program.
- Students are encouraged to contact the faculty, through WebCT Vista mail, through email, by phone, or through a scheduled appointment, for personal assistance with any aspect of this course, as needed. You may make an appointment with Ms. Beverly Sharpe by calling (229) 333-7193.
- Students are expected to treat the faculty and each other with respect and dignity at all times. Respectful behaviors include:
    o Arriving for seminar on time; waiting for a break before entering the classroom or leaving the classroom, once the class has begun so as not to disturb other students
    o Listening to faculty and students; not talking or interrupting when another is speaking
    o Turning cell phones to vibrate or in off position during class
    o Calling the faculty if you are going to miss class (We worry that something has happened to you!)
    o When online, addressing issues professionally and within the discussion parameters established by the faculty
        ▪ Reading what other classmates have posted and responding accordingly, giving support, asking questions and referring to learning resources as appropriate
- All written work is expected to adhere to the *Universal Intellectual Standards©* (Paul, 1994) and be submitted on time. Papers should be word processed and submitted through Blazeview. *Students should submit all work in Office 2007, unless otherwise instructed.*
- All students have the right to a teaching/learning environment that fosters intellectual growth and professional socialization. Respect for students includes listening to students, valuing what students have to say, prioritizing student needs and focusing on student preferences. This faculty wants your input and ideas about how to make this course a satisfying and productive experience for you! Do not hesitate to offer the instructor suggestions for improving your learning experience.

Bibliography used in the preparation of this course:

Abraham, I.L., Nadzam, D.M. & Fitzpatrick, J.J. (1989). *Statistics and quantitative methods in nursing.* Philadelphia: WB Saunders.

Dempsey, P.A. & Dempsey, A.D. (1992). *Nursing research with basic statistical applications* (3rd ed.). Boston: Jones and Bartlett.

Munro, B.H. & Page, E.B. (1993). *Statistical methods for health care research.* Philadelphia: JB Lippincott.

Pyrczak, F. (1989). *Statistics with a sense of humor: Workbook and Guide.* Los Angeles: Pryczak Publishing.

Pyrczak, F. (1995). *Making sense of statistics: A conceptual overview.* Los Angeles: Pryczak Publishing.

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/13/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
College of Nursing	Maria Whyte

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

NURS 7220 Advanced Evidence-based Practice

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: NURS 7100, 7110, 7150, 7160	**Prerequisites:** NURS 7011 or Graduate Statistics and NURS 7110
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
~~2011~~ MAY 2012	Twice a year

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Prerequisites caused barriers for course progression. While performing curriculum review, Statistics was identified as the primary course needed for success. The removed courses will reduce the barriers for program progression.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

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Approvals:	
Dept. Head: _Maria Whyte_	Date: 1/20/12
College/Division Exec. Comm.: _Melissa Benton_	Date: 1/26/12
Dean/Director: _Anita H Nugot_	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY   **COLLEGE OF NURSING**

MASTER'S NURSING PROGRAM

COURSE SYLLABUS (MSN CORE)

COURSE NUMBER   NURS 7220

COURSE TITLE   Advanced Evidence-Based Practice

COURSE CREDITS   3 credit hours (3-0-3)

CONTACT HOURS   3 didactic hours x 15 weeks = 45 contact hours
                                         (Hybrid delivery or 100% online via BlazeView)

PLACEMENT IN THE CURRICULUM MSN Core

PREREQUISITES AND/OR CO-REQUISITES NURS 7011 or graduate level statistics and NURS 7110

NOTE: Successful completion of this course is required for enrolling in subsequent clinical courses for nurse practitioner and clinical nurse leader majors.

COURSE DESCRIPTION

Evaluation and use of nursing and health care research and other scholarly inquiry in advanced nursing practice. This course focuses on strategies and skills in retrieving, evaluating, and using evidence to plan quality health care, initiate change in health care systems and processes, and improve health care outcomes.

COURSE FACULTY   Dr. James P. Humphrey, MSN, PhD, RN, CNS, CNL
                                         Senior Faculty Mentor & Associate Professor of Nursing
                                         Electronic mail: jphumphr@valdosta.edu
                                         VSU phone or leave message: 229-333-5960
                                         Office: Martin Hall 106
                                         Office Hours will be posted

COURSE OBJECTIVES

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

Course Objectives	VSU MSN Program Objectives	Essentials of Master's Education in Nursing (AACN, Aug. 2010)	Clinical Nurse Leader Core Competencies (AACN, 2007)	Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2010)
1. apply research-based knowledge from nursing and the sciences as the foundations for evidence-based practice;	1, 2, 4	I, IV, IX	3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
2. use evidence as a foundation for practice and practice change;	1, 2, 3, 4	I, IV, IX	3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15	IC. Plan of care and implementation of treatment

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				II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
3. synthesize literature and research findings to design interventions for select problems;	1, 2, 4	IV, IX	3, 9, 10, 11, 12, 13, 14	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
4. interpret and use quantitative and qualitative data;	2, 5	IV, V	3, 4, 5, 7, 15	IV. Professional role
5. apply principles of biostatistics to the design and implementation of plans of care	2, 4	III, IV, V, VIII, IX	3, 4, 5, 8, 9, 10, 11, 12, 13, 14	IV. Professional Role

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with specific focus on risk assessment and health promotion;				
6. apply research to resolve clinical problems and disseminate results;	2, 4	IV, IX	3, 8, 9, 10, 11, 12, 13, 14	II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
7. use epidemiological, social, and environmental data;	1, 2, 3, 4, 5	I, IV, V	3, 4, 5, 15	II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care

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				practice
8. analyze large data sets and aggregate data to anticipate risks, plan and deliver care, and evaluate care outcomes;	2, 3, 4, 5	III, IV, V, IX	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15	II. Nurse Practitioner-patient relationship IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
9. use health care research and state of the art knowledge to improve care;	2, 4	I, IV, VIII	1, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14	IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
10. assist consumers in informed decision-making by interpreting health care research;	2, 4, 5, 6	IV, V, VII	1, 2, 3, 8, 9, 10, 11, 12, 13, 16	II. Nurse Practitioner-patient relationship
11. use state of the art knowledge regarding research findings for	2, 4, 6	IV, VIII, IX	1, 2, 3, 8, 9, 10, 11, 12, 13, 14	IC. Plan of care and implementation of treatment II. Nurse Practitioner-

promoting wellness and providing health information resources; and				patient relationship III. Teaching-Coaching function IV. Professional role
12. evaluate evidence and relevant arguments appropriately, including assumptions that influence behavior.	1, 2, 4	I, IV	3, 4, 5, 7, 8, 15	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role

TOPICAL OUTLINE

A. Nursing and Health Care Research
B. Scholarly Inquiry and Evidence-Based Practice in Nursing and Health Care
C. Synthesis of Nursing and Health Care Literature
D. Application of Biostatistics and Research in Resolving Clinical Problems and Planning, Designing, and Evaluating Care
E. Development of Proficiency in Interpreting, Using, and Evaluating Nursing and Health Care Research and Other Scholarly Inquiry
F. Improving Health Care Outcomes for Individuals, Cohorts, Families, and Communities Using Evidence
G. Retrieving, Evaluating, and Using Evidence to Plan and Implement Quality Health Care
H. Analyzing Data Sets and Aggregate Data to Anticipate Risks, Plan and Deliver Care, and Evaluate Care Outcomes
I. Using Evidence to Initiate Needed Change in Health Care Systems and Processes
J. Evaluation of Evidence and Relevant Arguments

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

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Lecture, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

REQUIRED TEXTS AND REFERENCES

Peteva, Roberta, J. (2011). *A cross section of nursing research: Journal articles for discussion and evaluation* (5th ed.). Glendale, CA: Pyrczak Publishing. (ISBN # 1-884585-96-5; paper) (If this new text is unavailable at the start of the semester, we will use the 4th edition.)

Schmidt, Nola A., & Brown, Janet M. (2012). *Evidence-based practice for nurses: Appraisal and application of research* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning. (ISBN # 978-1-4496-2407-1; paper).

Tappen, Ruth M. (2011). *Advanced nursing research: From theory to practice.* Sudbury, MA: Jones & Bartlett Learning. (ISBN # 978-0-7637-6568-2; *hard cover)*

Other helpful texts (not required):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Melnyk, B., & Fineout-Overholt, E. (2010). *Evidence based practice in nursing and health care.* Lippincott Williams & Wilkins.

Rycroft-Malone, J., & Bucknall, T. (2010). *Models and frameworks for implementing evidence-based practice: Linking evidence to action.* San Francisco: John Wiley & Sons.

Waltz, C.F., & Jenkins, L.S. (2001). *Measurement of nursing outcomes: Measuring nursing performance in practice, education, and research* (2nd ed.). New York: Springer Publishing Company.

EVALUATION METHODS

Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation (see Grading Criteria).

GRADING CRITERIA

1. Evidence-Based Practice Clinical Change Paper (20%)

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: 163	Proposed Effective Date for Curriculum Change: (Month/Year): Summer 12	Degree & Program Name: (e.g., BFA, Art): Masters in Nursing Adult Gerontology Nurse Practitioner

Present Requirements: Certificate Curriculum Pathway for Advanced Placement Students (those already holding the MSN)	Proposed Requirements (Underline changes after printing this form: Certificate Curriculum Pathway for Advanced Placement Students (those already holding the MSN)

Present Requirements:

Semester One .... 9 hours
NURS 7060 Advanced Practice Nursing with Adults 3 hours
NURS 7291 Advanced Nursing Health Promotion 3 hours
NURS 7230 Pharmacotherapeutics ....3 hours
Semester T.. 13 hours
NURS 7392 Health Restoration of Adults-Clinical Lab .... 3 hours
NURS 7391 Diagnostic and Therapeutic Parameters .... 4 hours
NURS 7492 Therapeutic Intervention and Role Impl. 6 hours
Semester Three .... 8 hours
NURS 7590 Nurse Practitioner Practicum 6 hours
NURS 7594 Synthesis Seminar ....2 hours
Total Required for the Program ....30 semester hours

Proposed Requirements:

Graduate Essentials: All three are required for certification.
NURS 7100 Advanced Pathophysiology (3-0-3)
NURS 7200 Advanced Health Assessment (3-0-3)
NURS 7200L Adv. Health Assessment Practicum (0-4-1)
NURS 7230 Advanced Pharmacology (3-0-3)

Subtotal credits   10

AGNP COURSES
7330   Acute & Self-limiting Disease Management (3-0-3)
7330L   Acute & Self-limiting Disease Management Lab (0-9-3)
7350   Chronic & Complex Disease Management (3-0-3)
7350L   Chronic & Complex Disease Management Lab (0-9-3)
7590   Nurse Practitioner Capstone Practicum (0-15-5)

Total Credits   27

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: Curriculum change required by

changes in Essentials documents by the American Association of Colleges of Nursing.

☒ Other: 2011 Curriculum Change approved for the Adult Gerontology Nurse practitioner program. Courses in the certificate program not to be offered. Previous coursework to be deactivated.

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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

Approvals:

Department Head: _Maria White_	Date:	1/20/12
College/Division Exec. Committee: _signature_	Date:	1/26/12
Dean(s)/Director(s): _Anita K Hufft_	Date:	1/26/12
Grad. Exec. Committee: (for graduate course) _signature_	Date:	2-2-2012
Graduate Dean: (for graduate course) _signature_	Date:	2-2-2012
Academic Committee:	Date:	

Form last updated: January 6, 2010

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Certificate Curriculum Pathway for Advanced Placement Students
(those already holding the MSN)

Semester One .... 9 hours
      NURS 7060 Advanced Practice Nursing with Adults .... 3 hours
      NURS 7291 Advanced Nursing Health Promotion .... 3 hours
      NURS 7230 Pharmacotherapeutics .... 3 hours
Semester Two .... 13 hours
      NURS 7392 Health Restoration of Adults-Clinical Lab .... 3 hours
      NURS 7391 Diagnostic and Therapeutic Parameters .... 4 hours
      NURS 7492 Therapeutic Intervention and Role Impl .... 6 hours
Semester Three .... 8 hours
      NURS 7590 Nurse Practitioner Practicum .... 6 hours
      NURS 7594 Synthesis Seminar .... 2 hours

Total Required for the Program .... 30 semester hours

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision: Nursing	**Faculty Member Requesting Revision:** B.Cohen MSN, APRN-BC

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

NURS 7330

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: Nurse Practitioner I: Diagnostic and Therapuetic Applications: Acute & Self-limiting Problems	**Course Title:** Acute & Self-limiting Disease Management for the Nurse Practitioner
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Summer 2012	**Estimated Frequency of Course Offering:** Bi-yearly

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Clarification of course progression. Course is not sequential, removing number, makes this more obvious for the student and those reviewing transcripts.

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.) Student comments and surveys

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Maria Whyte*	Date: 1/20/12
College/Division Exec. Comm.: *Melissa Beito*	Date: 1/23/12
Dean/Director: *Anita M Hufft*	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
MASTERS OF SCIENCE IN NURSING PROGRAM

COURSE NUMBER   NURS 7330

COURSE TITLE   Acute & Self-limiting Disease Management for the Nurse Practitioner

COURSE CREDITS   3-0-3

CONTACT HOURS   3 hours lecture X 15 weeks = 45 contact hours
Hybrid delivery via Blazeview

PLACEMENT IN THE CURRICULUM After completion of Graduate Core and Clinical Core

     PREREQUISITES NURS 7200, 7200L, 7220, 7230

COURSE DESCRIPTION

Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to acutely ill adolescents and adults.

COURSE FACULTY

     Maria D. Whyte, MSN, DHSc, ARNP-BC
     Martin Hall 248
     mwhyte@valdosta.edu
     (229) 333-7198

     Office hours:
     Web CT Vista: assigned
     Campus: by appointment
     Skype/Phone: by appointment

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

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
1. Identify system specific needs in caring for acutely ill adolescents and adults;	1, 2	VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function
2. Develop differential diagnosis in caring for acutely ill individuals;	1, 2, 5	VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and implementation of treatment
3. Provide comprehensive, holistic, and individualized care to acutely ill patient populations;	1, 2, 3	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role VII. Cultural and spiritual competence
4. Act as patient advocate by providing counseling and education;	1, 2, 4, 6	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues	I. Health promotion, health protection, disease prevention and treatment IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship

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Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
		VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	III. Teaching-Coaching function IV. Professional role VII. Cultural and spiritual competence
5. Utilize current literature and technology to enhance knowledge and provide care:	1, 2, 4, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues	I. Health promotion, health protection, disease prevention and treatment C. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
6. Identify regional, state and national legislative guidelines in providing care;	1, 4	II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing	IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
7. Demonstrate critical thinking ability in clinical decision making while incorporating current practice standards and applying knowledge of pathophysiology to care for acutely ill adolescents and adults in primary care;	1, 2, 3, 4, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
8. Describe pharmacological therapies;	1, 4	X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment C. Plan of care and implementation of treatment
9. Evaluate the advanced practice role in independent and collaborative management of pharmacologic agents within legal and ethical constraints.	1, 3, 4	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice X. Advanced Pharmacology	IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role

TOPICAL OUTLINE
1. Introduction to the Nurse Practitioner role
2. Identification of differential diagnosis
3. Identification of appropriate diagnostic examinations within the role of the Nurse Practitioner
4. Identification of plans of care for acute and self-limiting problems
5. Identification of appropriate pharmacologic interventions
6. Identification of preventive plans of care across the age continuum
7. Implementation of plans of care for the adolescent, adult, and geriatric adult within the role of the Nurse Practitioner
8. Billing and coding

TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:
Teaching strategies utilized in this course may include the following possibilities: lecture, assigned readings, seminar, research article critique, group discussion, guest and student presentations, research projects, independent and group assignments, formal argument development, portfolios, model development, role-playing, formal papers, special projects, content analysis, concept mapping, case studies, Web-based modalities (i.e., discussion boards,

reflective writing/journaling, PowerPoint tutorials, chat sessions, e-mail, and Web site development).

REQUIRED TEXT AND REFERENCES

Buttaro, T., Trybulski, J., Bailey, P., & Sandberg-Cook, J. (2008). *Primary care: A collaborative practice* (3rd ed.). St. Louis: Mosby Elsevier ISBN: 978-0-323-04742-5

Colyar, M. & Ehrhardt, C. (2004). *Ambulatory care procedures for the nurse practitioner* (2nd Ed). F. A. Davis Company Publishers ISBN: 0803611234 / 9780803611238

Dains, J., Baumann, L., & Scheibel, P. (2007). *Advanced health assessment and clinical diagnosis in primary care* (3rd ed.). St. Louis: Mosby
ISBN-13: 978-0-323-04428-8, ISBN-10: 0-323-04428-X

Ferri, F. (2010). *Ferri's clinical advisor 2010.* Philadelphia PA. ISBN: 9780323056106 Mosby Elsevier

EVALUATION METHODS: The following strategies will be implemented to assess student learning: Evaluation methods may be selected from the following possibilities: class participation, portfolio evaluation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation.

TESTING POLICY

Depending on the course delivery method used for this course, written examinations requiring the use of scantron forms may be required. If in-class testing is used, all students must purchase the required scantron testing forms in the University Bookstore and bring the scantron to class at the scheduled test date (See course schedule). Students without scantron forms will not be allowed to take the test until they have acquired the scantron form. No additional testing time will be allowed to accommodate students who forget their forms.

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).

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.

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision: Nursing	**Faculty Member Requesting Revision:** B.Cohen MSN, APRN-BC

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

NURS 7330L

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: Nurse Practitioner I: Diagnostic and Therapuetic Applications: Acute & Self-limiting Problems Lab	**Course Title:** Acute & Self-limiting Disease Management for the Nurse Practitioner Lab
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**
Semester/Year to be Effective: Summer 2012	**Estimated Frequency of Course Offering:** Twice a year

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Clarification of course progression. Course is not sequential, removing number, makes this more obvious for the student and those reviewing transcripts.

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.) Student Survey and advising

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Maria Whyte*	Date: 1/20/12
College/Division Exec. Comm.: *Melissa Burton*	Date: 1/23/12
Dean/Director: *Anita Knight*	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012
Graduate Dean: (for graduate course)	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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COURSE NUMBER   NURS 7330L

COURSE TITLE   Acute & Self-limiting Disease Management for the Nurse Practitioner Lab

COURSE CREDITS   0-9-3

CONTACT HOURS   9 hours of clinical x 15 weeks = 135 hours
Hybrid delivery via Blazeview

PLACEMENT IN THE CURRICULUM After completion of Graduate Core and Clinical Core

PREREQUISITES NURS 7200, 7200L, 7220, 7230

COURSE DESCRIPTION
Clinical practice in primary care with acutely ill adolescents and adults.

COURSE FACULTY

Maria D. Whyte, MSN, DHSc, ARNP-BC
Martin Hall 248
mwhyte@valdosta.edu
(229) 333-7198

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

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
1. Implement plans of care to address systems specific needs for acutely ill adolescents and adults;	4,7	IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues	I. Health promotion, health protection, disease prevention and treatment IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
		VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
2. Integrate evidence-based literature in clinical practice in the role of the Nurse Practitioner;	1, 2, 5, 7	I. Research II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention	II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
3. Advocate for the client by providing counseling and education in the areas of disease prevention, health promotion, and maintenance;	1, 4	VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
4. Promote interprofessional communication in the implementation of healthcare;	4, 7	IV. Professional Role Development V. Theoretical Foundations of Nursing Practice	IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
5. Incorporate sound	1, 2, 5	II. Policy, Organization, and	V. Managing and negotiating

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Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
economic, billing, and practice management principles into advanced nursing practice;		Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing III. Ethics IV. Professional Role Development	health care delivery systems VI. Monitoring and ensuring the quality of health care p
6. Provide care that respects culture, diversity and spiritual beliefs;	1, 2, 6	V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues	IV. Professional role VII. Cultural and spiritual competence
7. Integrate pharmacological therapies.	1, 2	X. Advanced Pharmacology	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role

TOPICAL OUTLINE
   I.   The role of the Nurse Practitioner
       a. Interpreting state nurse practice acts
       b. Interprofessional communication
   II. Diagnostic examination
       a. Health History
       b. Physical
       c. Laboratory
       d. Radiological
   III. Differential diagnosis: Develop list of 5 differentials for each patient condition and remove ruled-out differentials from the list (giving rationale for why each was ruled out) until only one diagnosis remains.
   IV. Plans of care
       a. Integration of evidence-based research
       b. Integration of national guidelines
       c. Integration of advanced practice nursing protocols
   V. Teaching and coaching of the client
   VI. Prescription of pharmacological interventions
       a. Selection of appropriate prescription therapies;
       b. Polypharmacy; drug interactions
   VII. Billing and coding

a. HMO's/PPO's
b. Medicaid (eligibility; services provided and paid by state coverage; obtaining preauthorization for services)
c. CPT/ ICD (selecting and coding diagnoses)
d. Providers' responsibility for documentation of services/procedures

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

Students will participate in preceptored clinical placement, seminars, simulation, objective structured clinical exams (OSCE), portfolio evaluation and discussions.

REQUIRED TEXT AND REFERENCES

Dains, J., Baumann, L., & Scheibel, P. (2007). *Advanced Health Assessment and Clinical Diagnosis in Primary Care* (3rd ed.). St. Louis: Mosby
ISBN-13: 978-0-323-04428-8, ISBN-10: 0-323-04428-X

Dehn, Richard W. & Asprey, David P. (2007). *Essential Clinical Procedures (2nd ed.)*. Philadephia: Saunders. ISBN # 1-4160-3001-8

EVALUATION METHODS: The following strategies will be implemented to assess student learning: personal journals, formal papers, clinical logs, written examinations, return demonstrations, clinical performance, faculty, preceptor evaluation, peer evaluation, and seminar participation.

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TESTING POLICY

Depending on the course delivery method used for this course, written examinations requiring the use of scantron forms may be required. If in-class testing is used, all students must purchase the required scantron testing forms in the University Bookstore and bring the scantron to class at the scheduled test date (See course schedule). Students without scantron forms will not be allowed to take the test until they have acquired the scantron form. No additional testing time will be allowed to accommodate students who forget their forms.

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).

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.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision: Nursing	**Faculty Member Requesting Revision:** B.Cohen MSN, APRN-BC

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

NURS 7350

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: Nurse Practitioner II: Diagnostic and Therapuetic Applications: Chronic & Complex Problems	**Course Title:** Chronic & Complex Disease Management for the Nurse Practitioner
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Summer 2012	**Estimated Frequency of Course Offering:** Bi-yearly

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Clarification of course progression. Course is not sequential, removing number, makes this more obvious for the student and those reviewing transcripts.

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.) Student Survey and Comments

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

Data Sources:

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

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

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Approvals:	
Dept. Head: *Maria Whyte*	Date: 1/20/12
College/Division Exec. Comm.: *Melissa Benton*	Date: 1/23/12
Dean/Director: *Art Nuff*	Date: 1/26/12
Graduate Exec. Comm.: (for graduate course) *[signature]*	Date: 2-2-2012
Graduate Dean: (for graduate course) *[signature]*	Date: 2-2-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
MASTERS OF SCIENCE IN NURSING PROGRAM

COURSE NUMBER   NURS 7350

COURSE TITLE   Chronic & Complex Disease Management for the Nurse
Practitioner

COURSE CREDITS   3-0-3

CONTACT HOURS   3 didactic hours x 15 wks = 45 hours
Hybrid delivery via Blazeview

PLACEMENT IN THE CURRICULUM After completion of Graduate Core and Clinical
Core
      PREREQUISITES NURS 7200, 7200L, 7220, 7230

COURSE DESCRIPTION
Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology,
discriminate among potential diagnoses, design and critique plans of care, and perform
procedures relevant to adolescents and adults with chronic and complex problems.

COURSE FACULTY

      Maria D. Whyte, MSN, DHSc, FNP-BC
      Martin Hall 248
      mwhyte@valdosta.edu
      (229) 333-7198

      Office hours: Web CT Vista: assigned
      Chat room weekly
      Campus: by appointment
      Skype/Phone: by appointment

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

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
1. Identify system specific needs in caring for chronically ill adolescents and adults to promote health, safety, and optimal function;	1, 2	VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment A. Assessment of health status B. Diagnosis of health status C. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function
2. Develop differential diagnosis in caring for chronically ill individuals;	1, 2, 5	VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment A. Assessment of health status B. Diagnosis of health status C. Plan of care and implementation of treatment
3. Provide comprehensive, holistic, and individualized care to specific and chronically ill patient populations;	1, 2, 3	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment A. Assessment of health status B. Diagnosis of health status C. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role VII. Cultural and spiritual competence

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Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
4. Act as patient advocate providing counseling and education in the areas of disease prevention, health promotion, and maintenance;	1, 2, 4, 6	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role VII. Cultural and spiritual competence
5. Utilize current literature and technology to enhance knowledge and provide care, within the recommended standards;	1, 2, 4, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues	I. Health promotion, health protection, disease prevention and treatment C. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
6. Demonstrate critical thinking ability in clinical decision making;	1, 2, 3, 4, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice

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Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
7. Identify regional, state and national legislative guidelines in providing care;	1, 4	II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing	IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
8. Describe pharmacological therapies;	1, 4	X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment C. Plan of care and implementation of treatment
9. Evaluate the advanced practice role in independent and collaborative management of pharmacologic agents within legal and ethical constraints.	1, 3, 4	III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice X. Advanced Pharmacology	IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role

TOPICAL OUTLINE

1. The role of the Nurse Practitioner
2. Developing the differential diagnosis
3. Development, implementation, and evaluation of plan of care
4. Integration of evidence-based research
5. Integration of national guidelines
6. Integration of advanced practice nursing protocols
7. Teaching and coaching of the client
8. Selection and prescription of pharmacological interventions
9. Mental health
10. Substance abuse
11. Health care systems
12. Billing and coding

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

Lecture, portfolio, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

REQUIRED TEXT AND REFERENCES

Buttaro, T., Trybulski, J., Bailey, P., & Sandberg-Cook, J. (2008). *Primary care: A collaborative practice* (3rd ed.). St. Louis: Mosby Elsevier ISBN: 978-0-323-04742-5

Colyar, M. & Ehrhardt, C. (2004). *Ambulatory care procedures for the nurse practitioner* (2nd Ed). F. A. Davis Company Publishers ISBN: 0803611234 / 9780803611238

Dains, J., Baumann, L., & Scheibel, P. (2007). *Advanced health assessment and clinical diagnosis in primary care* (3rd ed.). St. Louis: Mosby
ISBN-13: 978-0-323-04428-8, ISBN-10: 0-323-04428-X

Ferri, F. (2010). *Ferri's clinical advisor 2010.* Philadelphia PA. ISBN: 9780323056106 Mosby Elsevier

EVALUATION METHODS: The following strategies will be implemented to assess student learning: Evaluation methods may be selected from the following possibilities: class participation, portfolio evaluation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation.

TESTING POLICY

Depending on the course delivery method used for this course, written examinations requiring the use of scantron forms may be required. If in-class testing is used, all students must purchase the required scantron testing forms in the University Bookstore and bring the scantron to class at the scheduled test date (See course schedule). Students without scantron forms will not be allowed to take the test until they have acquired the scantron form. No additional testing time will be allowed to accommodate students who forget their forms.

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).

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.

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision: Nursing	**Faculty Member Requesting Revision:** B.Cohen MSN, APRN-BC

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

NURS 7350L

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: Nurse Practitioner II: Diagnostic and Therapuetic Applications: Chronic & Complex Problems lab	**Course Title:** Chronic & Complex Disease Management for the Nurse Practitioner Lab
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Summer 2012	**Estimated Frequency of Course Offering:** Bi-yearly

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Clarification of course progression. Course is not sequential, removing number, makes this more obvious for the student and those reviewing transcripts.

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.) Student comments

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

Data Sources:

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

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

Approvals:		
Dept. Head: Maria Whyte	Date: 1/20/12	
College/Division Exec. Comm.: Melissa Benton	Date: 1/23/12	
Dean/Director: Anita H Nuppt	Date: 1/26/12	
Graduate Exec. Comm.: (for graduate course)	Date: 2-2-2012	
Graduate Dean: (for graduate course)	Date: 2-2-2012	
Academic Committee:	Date:	

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
MASTERS OF SCIENCE IN NURSING PROGRAM

COURSE NUMBER   NURS 7350L

COURSE TITLE   Chronic & Complex Disease Management for the Nurse
                         Practitioner Lab

COURSE CREDITS   0-9-3

CONTACT HOURS   9 hours of clinical x 15 weeks = 135 hours
                         Hybrid delivery via Blazeview

PLACEMENT IN THE CURRICULUM After completion of Graduate Core and Clinical
Core
    PREREQUISITES NURS 7200, 7200L, 7220, 7230

COURSE DESCRIPTION
Clinical practice in primary care with adolescents and adults with chronic and complex health
problems.

COURSE FACULTY

Maria D. Whyte, MSN, DHSc, ARNP-BC
Martin Hall 248
mwhyte@valdosta.edu
(229) 333-7198

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

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
1. Implement plans of care to address systems specific needs for chronically ill adolescents and adults;	4,7	IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
2. Integrate evidence-based literature into clinical practice in the role of the Nurse Practitioner;	1, 2, 5, 7	I. Research II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing III. Ethics IV. Professional Role Development V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues VII. Health Promotion and Disease Prevention	II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice

Course Objective	MSN Program Outcome to which the objective relates	AACN Essentials of Master's Nursing standard to which the objective relates	AACN Adult-Gerontology Primary Care NP Competencies (2010)
3. Advocate for client by providing counseling and education in the areas of disease prevention, health promotion, and maintenance;	1, 4	VII. Health Promotion and Disease Prevention VIII. Advanced Health/Physical Assessment IX. Advanced Physiology and Pathophysiology X. Advanced Pharmacology	I. Health promotion, health protection, disease prevention and treatment IA. Assessment of health status IB. Diagnosis of health status IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
4. Promote interprofessional communication in the implementation of healthcare;	4, 7	IV. Professional Role Development V. Theoretical Foundations of Nursing Practice	IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
5. Incorporate sound economic, billing and practice management principles into advanced nursing practice;	1, 2, 5	II. Policy, Organization, and Financing of Health Care IIA. Health Care Policy IIB. Organization of the Health Care Delivery System IIC. Health Care Financing III. Ethics IV. Professional Role Development	V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care p
6. Provide care that respects culture, diversity and spiritual beliefs;	1, 2, 6	V. Theoretical Foundations of Nursing Practice VI. Human Diversity and Social Issues	IV. Professional role VII. Cultural and spiritual competence
7. Integrate pharmacological therapies.	1, 2	X. Advanced Pharmacology	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role

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TOPICAL OUTLINE
I. The role of the Nurse Practitioner
    A. Negotiating contracts between NP and MD/DO
    B. Interprofessional communication
II. Diagnostic examination
    A. Health History
    B. Physical
    C. Laboratory
    D. Radiological
III. Differential diagnosis: Develop list of 5 differentials for each patient condition and remove ruled-out differentials from the list (giving rationale for why each was ruled out) until only one diagnosis remains.
IV. Plans of care
    A. Integration of evidence-based research
    B. Integration of national guidelines
    C. Integration of advanced practice nursing protocols
V. Teaching and coaching of the client
VI. Prescription of pharmacological interventions
    A. Selection of appropriate prescription therapies
    B. Monitoring of prescription therapies
VII. Billing and coding
    A. HMO's/PPO's
    B. Medicare – Provider numbers
    C. Eligibility criteria
    D. Reimbursement under commercial plans (BC/BS/Tricare)
    E. Long-term care and rehabilitation

TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:
Students will participate in preceptored clinical placement, seminars, simulation, objective structured clinical exams (OSCE), portfolio evaluation and discussions.

REQUIRED TEXT AND REFERENCES
Dains, J., Baumann, L., & Scheibel, P. (2007). *Advanced health assessment and clinical diagnosis in primary care* (3rd ed.). St. Louis: Mosby
    ISBN-13: 978-0-323-04428-8, ISBN-10: 0-323-04428-X

Dehn, Richard W. & Asprey, David P. (2007). *Essential clinical procedures (2nd ed.).* Philadephia: Saunders. ISBN # 1-4160-3001-8

EVALUATION METHODS: The following strategies will be implemented to assess student learning: personal journals, formal papers, clinical logs, written examinations, return demonstrations, clinical performance, faculty, preceptor and peer evaluation and seminar participation.

TESTING POLICY

Depending on the course delivery method used for this course, written examinations requiring the use of scantron forms may be required. If in-class testing is used, all students must purchase the required scantron testing forms in the University Bookstore and bring the scantron to class at the scheduled test date (See course schedule). Students without scantron forms will not be allowed to take the test until they have acquired the scantron form. No additional testing time will be allowed to accommodate students who forget their forms.

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).

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.

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
Minor in Speech
Communication

Current Catalog Page Number: 264	Proposed Effective Date for Curriculum Change: (Month/Year): 8/12	Degree & Program Name: (e.g., BFA, Art): Minor, Speech Communication

Present Requirements: Minor in Speech Communication. ....18 semester hours COMM 1110 and COMM 2100 .... 6 hours Choice of four from the following courses, of which one must be at senior level: ......12 hours COMM 2300, COMM 3000, COMM 3071, COMM 3100, COMM 3320, COMM 3500, COMM 4060, COMM 4120, COMM 4130, COMM 4170, COMM 4400, COMM 4430, COMM 4600.	**Proposed Requirements (Underline changes after printing this form:** Minor in Speech Communication. .... 18 semester hours COMM 1110 and COMM 2100 .... 6 hours Choice of four from the following courses, of which one must be at 4000 level: ....12 hours COMM 2300, COMM 3100, COMM 3200, COMM 3320, COMM 3400, COMM 3500, COMM 4060, COMM 4120, COMM 4130, COMM 4140, COMM 4160, COMM 4170, COMM 4400, COMM 4430, COMM 4600. (Courses added are underlined. COMM 3000 and COMM 3071 were deleted.)

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: To provide speech communication minors more options in course selection. Now they will be able to design a minor that supports their career goals.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Requests from current minors wanting increased course availability.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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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?).
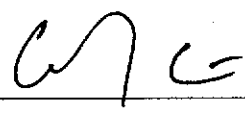
Data Sources:

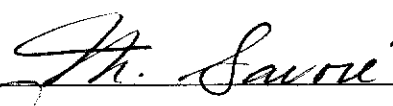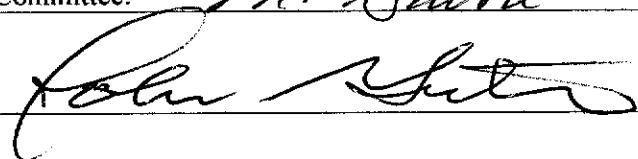☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. These changes will not affect assessment.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:		Date: 2/1/12
College/Division Exec. Committee:		Date: 2-1-12
Dean(s)/Director(s):		Date: 3/2/12
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission:11/08/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	Deborah C. Robson

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

COMM 3000 Qualitative Communication Research Methods

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: None	**Prerequisites:**COMM 2100 and speech communication major.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall/2012	**Estimated Frequency of Course Offering:** Fall and spring

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Error in catalog.   COMM 2100 has always been the prereq for COMM 3000.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

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Approvals:	
Dept. Head: ᏙᏄᏓ	Date: 2/1/12
College/Division Exec. Comm.: _(signature)_	Date: 2-1-12
Dean/Director: _(signature)_	Date: 2/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/29/11 (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)

COMM 3200 Contemporary Public Relations

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: Contemporary Public Relations	**Course Title:** Introduction to Public Relations
Prerequisites: COMM 2100, presentational software competency, and either COMM 1100 or COMM 1110, and speech communication major.	**Prerequisites:** COMM 2100, presentational software competency, and either COMM 1100 or COMM 1110.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall/2012	Fall and spring

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: We are making COMM 3200 available in the minor, so major restriction must be eliminated. We also see this change as a recruiting move. The name change reflects course content.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Requests by students to take this course who are completing the speech communication minor and a drop in major count.
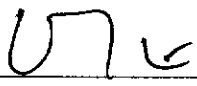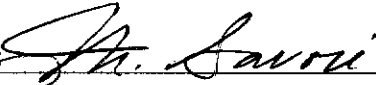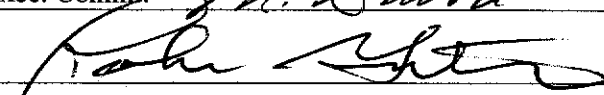
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☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. This change will not affect learning outcomes or assessment of learning outcomes.

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

Approvals:	
Dept. Head: _____	Date: 2/1/12
College/Division Exec. Comm.: _____	Date: 2-1-12
Dean/Director: _____	Date: 2/3/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 09/29/11 (mm/dd/yyyy)

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

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

COMM 3400 Organizational Communication

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: COMM 1110, COMM 2100, and speech communication major.	**Prerequisites:** COMM 1110 and COMM 2100.
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall/2012	**Estimated Frequency of Course Offering:** Every fall

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: We are making COMM 3400 available in the minor, so major restriction must be eliminated. We also see this change as a recruiting move.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Requests by students to take this course who are completing the speech communication minor and a drop in major count.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. This change will not affect learning outcomes or assessment of learning outcomes.

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

Approvals:	
Dept. Head: _____ ⟨signature⟩	Date: 2/1/12
College/Division Exec. Comm.: ⟨signature⟩ H. Savri	Date: 2-1-12
Dean/Director: ⟨signature⟩	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission:11/08/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	Deborah C. Robson

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

COMM 3800 Quantitative Communication Research Methods

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: None	**Prerequisites:**COMM 2100
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall/2012	Fall and spring

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Error in catalog.   COMM 2100 has always been the prereq for COMM 3800.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: _____ ひ7レ	Date: 2/1/12
College/Division Exec. Comm.: _M. Savou_	Date: 2-1-12
Dean/Director: _Cohn Yate_	Date: 2/2/12
Graduate Exec. Comm.: _____	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee: _____	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/04/2012 (mm/dd/yyyy)

Department Initiating Request:	**Faculty Member Requesting:**
Communication Arts	Deborah Robson

| **Proposed New Course Prefix & Number:** (See course description abbreviations in the catalog for approved prefixes) COMM 4610 | **Proposed New Course Title:** Special Topics in Communication Studies |
| | **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Special Topics in Comm |

| **Semester/Year to be Effective:** Fall 2012 | **Estimated Frequency of Course Offering:** Once annually |

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

| **Lecture Hours:** 1-3 | **Lab Hours:** 0 | **Credit Hours:** 1-3 |

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: Consent of instructor. Topics to be assigned by instructor. The course provides an opportunity to explore other topics outside the prescribed curriculum of speech communication and may be repeated for credit when topics are different.

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: By providing more advanced professional education that will enhance skills taught in required courses.

☐ Adopting current best practice(s) in field:

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

☒ Other: To address changes in the job market that impact student career options.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Students, alumni panel, and faculty recommend this course as an enhancement to the curriculum.
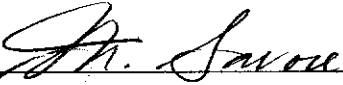
☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

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

☐ Other:

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

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Approvals:		
Dept. Head:		Date: 2/1/12
College/Division Exec. Comm.:		Date: 2-1-12
Dean/Director:		Date: 2/2/12
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/04/2012 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** William Faux

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

COMM 7999 Thesis

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: 6	**Credit Hours:** 1 to 6
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Culminating research project and thesis taken during the final semester of study.	**Course Description:** Culminating research project and thesis taken during the final semesters of study. Students may register for 1 to 6 credit hours. May be repeated for credit.

Semester/Year to be Effective: Fall/2012	**Estimated Frequency of Course Offering:** Fall and Spring

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This change addresses a student need for taking credits based on their research project and enables continuous enrollment.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Based upon student needs.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Successful completion of student thesis will inform assessment.

Approvals:	
Dept. Head: _(signature)_	Date: 2/1/12
College/Division Exec. Comm.: _(signature)_	Date: 2-1-12
Dean/Director: _(signature)_	Date: 3/2/12
Graduate Exec. Comm.: _(signature)_	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/20/2012 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** Frank Barnas

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

MDIA 4030 Selected Topics in Mass Media

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:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Intensive study of a topic relevant to broadcast media. The introduction of alternative approaches to the study of media themes, applications, trends, and media issues. Provides an opportunity to explore other topics outside the prescribed curriculum of mass media. Offerings will reflect current issues relevant to those students interested in a specific area of interest.	**Course Description:** Intensive study of a topic relevant to broadcast media. The introduction of alternative approaches to the study of media themes, applications, trends, and media issues. Provides an opportunity to explore other topics outside the prescribed curriculum of mass media. May be repeated for up to six hours of credit if course titles are different.

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Each Semester

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

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

☒ Improving student learning outcomes: Allows students to participate in a broader range of current issues within Mass Media.

☐ Adopting current best practice(s) in field:

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

☒ Other: Will prevent excessive course substitution forms and delays in graduation for students, as well as simplify the advising process.
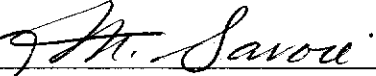
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Source of Data to Support Suggested Change:
☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Email communication with Registar Stanley Jones is attached, supporting the move to simplify course substitution and course waiver paperwork.

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).
Data Sources:
☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Will survey faculty advisors to gauge the simplification of advising paperwork and forms.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Approvals:	
Dept. Head: _U7G_	Date: _2/1/12_
College/Division Exec. Comm.: _J.M. Savoie_	Date: _2-1-12_
Dean/Director: _John Slater_	Date: _3/2/12_
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 1/5/2012 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** Frank Barnas

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

MDIA 4600 Digital Media Production

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:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Prerequisites: MDIA 3150K. Advanced application of digital video editing, storage, and delivery systems. Areas to be covered include advanced editing on computer-based non-linear systems, digitizing media, encoding, DVD authoring, CD video, streaming video, live web broadcasting and web page design. Students must complete a digital media presentation for their portfolio.	**Course Description:** MDIA 3150K. Advanced application of digital video production and post production. Areas to be covered include digital video applications, post production processes and effects, and delivery of digital media productions. Students must complete a digital media presentation for their portfolio.
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Twice a year

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

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

☐ Improving student learning outcomes: The change in course description reflects the changes in technology in this area of media production. As a technology driven course, the updated course description references changes that will improve student learning outcomes and better prepare students for occupations in digital media production.

☐ 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, student and alumni recommendations concerning the changes in media related fields and the obsolecence of certain area of digital media production as noted in trade publications and professional development activities.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A student portfolio is a requirement for this particular course.

Approvals:	
Dept. Head:	Date: 2/1/12
College/Division Exec. Comm.: *H. Savoi*	Date: 2-1-12
Dean/Director: *John Roth*	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 1131 Functional Piano I

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: 1-0-1	**Credit Hours:** 0-2-1
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every year

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 designation 1-0-1 for this course is incorrect. This is a lab course which meets twice a week for one credit hour.
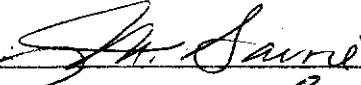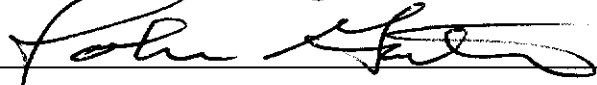
Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation of the Undergraduate Music Committee.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Approval of the Undergraduate Music Committee.

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

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Approvals:	
Dept. Head: _~~J. H. Shrader~~_	Date: 2-2-12
College/Division Exec. Comm.: _~~J. H. Laurie~~_	Date: 2·2·12
Dean/Director: _~~John Keeton~~_	Date: 3/2/12
Graduate Exec. Comm. (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision: Music	**Faculty Member Requesting Revision:** Dr. Lyle Indergaard

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

MUSC 1132 Functional Piano II

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: 1-0-1	**Credit Hours:** 0-2-1
Course Title:	**Course Title:**
Prerequisites: MUSC 1131	**Prerequisites:** MUSC 1011, MUSC 1051, MUSC 1131
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:** Prerequisites MUSC 1011, 1051, 1131. The second course in a two-semester sequence. Designed to develop basic keyboard skills essential to music study. Music or Music Education majors only.

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every year.

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 designation 1-0-1 for this course is incorrect. This is a lab course which meets twice a week for one credit hour. This is being added to put functional piano courses into the music theory track.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation of the Undergraduate Music Committee.

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Approval of the Undergraduate Music Committee.

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

Approvals:	
Dept. Head: *[signature]*	Date: 2-2-12
College/Division Exec. Comm.: *[signature]* Savoie	Date: 2-2-12
Dean/Director: *[signature]*	Date: 2/2/12
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 152	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: M.M.Ed. and M.M.P.

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional requirements (listed below) submitted by the admission deadline.	Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional requirements (listed below) submitted by the admission deadline.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field The GRE and MAT test scores have not proven to be a predictor of student success.

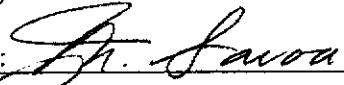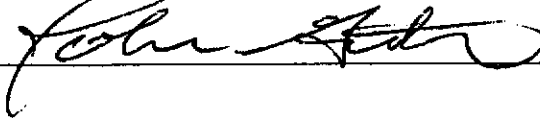☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Students who have been admitted into the M.M.Ed. and M.M.P. on a probationary basis (because of low GRE or MAT scores) have been as successful as those who have met the GRE/MAT required scores.**

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

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

Data Sources:

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

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Approvals:		
Department Head:		Date:
College/Division Exec. Committee:		Date: 2-2-12
Dean(s)/Director(s):		Date:
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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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 5101 Graduate Diction I

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 1-0-1	**Credit Hours:** 1-2-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #1: "Students will demonstrate an advanced level of performance skills and personal musicianship in studio and ensemble settings."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #2: "Students will prepare and perform a graduate recital to the satisfaction of a faculty committee. This recital represents a culmination and application of applied study, pedagogy, music history and analysis, and research."

Approvals:	
Dept. Head: *[signature]*	Date: 2-2-72
College/Division Exec. Comm.: *[signature] Th. Savoie*	Date: 2-2-12
Dean/Director: *[signature] John Smith*	Date: 3/3/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Music	Dr. Lyle Indergaard

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

MUSC 5102 Graduate Diction II

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

Current:	Requested:
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 1-0-1	**Credit Hours:** 1-2-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2012	Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #1: "Students will demonstrate an advanced level of performance skills and personal musicianship in studio and ensemble settings."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #2: "Students will prepare and perform a graduate recital to the satisfaction of a faculty committee. This recital represents a culmination and application of applied study, pedagogy, music history and analysis, and research."

Approvals:		
Dept. Head: _[signature]_	Date:	2-2-12
College/Division Exec. Comm.: _[signature]_ M. Savor	Date:	2-2-12
Dean/Director: _[signature]_ John Scot	Date:	2/2/12
Graduate Exec. Comm.: (for graduate course)	Date:	
Graduate Dean: (for graduate course)	Date:	
Academic Committee:	Date:	

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 5500 Band Literature

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title:	**Course Title:**
Prerequisites: MUSC 1100	**Prerequisites:** none
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

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Approvals:	
Dept. Head:	Date: 2-2-12
College/Division Exec. Comm.:	Date: 2-2-12
Dean/Director:	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 5510 Choral Literature

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title:	**Course Title:**
Prerequisites: Music 1100	**Prerequisites:** none
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every two years

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

Approvals:	
Dept. Head: _[signature]_	Date: 2-2-12
College/Division Exec. Comm.: _[signature]_	Date: 2-2-12
Dean/Director: _[signature]_	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/11/2012 (mm/dd/yyyy)

Department Initiating Request: Music	**Faculty Member Requesting:** David Morris
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MUSC 6050	**Proposed New Course Title:** Aural Skills Pedagogy **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Aural skills pedagogy
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** As needed.

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

Lecture Hours: 2	**Lab Hours:** 0	**Credit Hours:** 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An in-depth study of aural skills pedagogy designed to enhance instructional skills in music theory classes. Prerequisite: graduate music major.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This course will provide music graduate students a practical elective that will prepare them to teach aural skills classes at the high school and college level.

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.) Music faculty assessment of need for additional graduate electives to avoid having so many directed study courses requested.

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

Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head: *[signature] A. Shusder*	Date: 2-2-12
College/Division Exec. Comm.: *[signature] A. Savoi*	Date: 2-2-12
Dean/Director: *[signature] John A. Smith*	Date: 2/2/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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SYLLABUS

MUSC 6050: AURAL SKILLS PEDAGOGY

Days/Time: TBA

Classroom: TBA

Instructor: David Morris

Email: dmorris@valdosta.edu

Office Room: 192B

Office Hours: (see office door)

CATALOGUE DESCRIPTION: An in-depth study of choral aural skills pedagogy designed to enhance instructional skills in private and group settings. For graduate music majors only.

RATIONALE: This course will teach graduate students effective means to teach aural skills to different levels of students. Effective pedagogy is essential for professional musicians to succeed in private and classroom settings.

TEXT: None. Handouts and other materials will be provided by instructor.

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

1. Discuss and analyze the procedures common in the teaching of aural skills in groups or in private study (Music Graduate Outcomes 4 & 5, p. 120; NASM Graduate Outcomes 3a, p. 105)
2. Identify pedagogical skills in communicating aural skills concepts (Music Graduate Outcomes 4, p. 120; NASM Graduate Outcomes 3a, p. 105)
3. Analyze commercially available instructional materials for their different strengths and weaknesses. (Music Graduate Outcomes 5, 7 & 8, p. 120; NASM Graduate Outcomes 3a, p. 105)

EDUCATIONAL OUTCOMES – DEPARTMENT OF MUSIC: This course addresses the following Department of Music educational outcomes.

- Students will demonstrate an advanced level of performance skills and personal musicianship in studio and ensemble settings.
- Students will demonstrate the ability to apply analytical and historical knowledge to performance.
- Students will strengthen and apply pedagogical skills in studio instruction.
- Students will demonstrate the ability to communicate scholarly research in proper written form.

EVALUATION:

- Four Textbook reviews 20%
- Lesson plans 20%
- Aurelia assignments 20%
- Web site assignments 20%
- Final paper 20%

COURSE OUTLINE:

Week 1	Discussion of class drill techniques for dictation / Lesson planning
	Assign first textbook review: Benward Ear Training
	Aurelia overview / assign Aurelia drills for melodic dictation .
	Web site overview Teoria: assign drills for melodic dictation
Week 2	Turn in scores for tests assigned in Aurelia and Teoria for melodic dictation, discuss the drill programs.
	Benward text review due - discussion
	Assign first lesson plan using Benward dictation text, High school class
	Assign Aurelia drills for intervals
	Assign Teoria drills for intervals
Week 3	Turn in scores for tests in Aurelia and Teoria for intervals, discuss the drill programs
	Lesson plan 1 due – Benward dictation – high school level
	Assign Aurelia chord qualities drills
	Assign Teoria chord qualities drills
Week 4	Discussion of class drill for sight singing / Lesson planning
	Assign second textbook review Berkowitz Sight Singing
	Turn in scores for Aurelia and Teoria for chord qualities
	Explore other drill components in Aurelia (such as intonation, etc)
Week 5	Second textbook review due – Berkowitz, discussion
	Assign second lesson plan, sight singing class using Berkowitz text, high school class
	Assign Aurelia chord progression drills
	Assign Teoria chord progression drills
Week 6	Progress report on Solfeggio paper – identify sources and approach to writing the paper
	Lesson plan 2 due – Berkowtz Sight singing – high school level
	Turn in scores for Aurelia and Teoria chord progressions drills
	Explore other aspects of Teoria and Aurelia not covered so far
Week 7	Explore Music Theory.net
	For next class write a report on how you would incorporate Music Theory.net into your high school music theory class.
	Select several drills in Music Theory.net and submit your scores next time

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are 229.245.2498 (voice) and 229.219.1348 (try).

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision: Music	**Faculty Member Requesting Revision:** Dr. Lyle Indergaard

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

MUSC 6510 Song Literature I

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

Approvals:	
Dept. Head: _J̷A̷ S̷l̷u̷r̷a̷d̷a̷_	Date: 2-2-12
College/Division Exec. Comm.: _M̷. S̷a̷v̷o̷u̷_	Date: 2·2·12
Dean/Director: _J̷o̷h̷n̷ K̷a̷s̷t̷_	Date: 2/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 6520 Song Literature II

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

Approvals:	
Dept. Head: _~~(signature)~~_	Date: 2-2-12
College/Division Exec. Comm.: _~~(signature)~~_	Date: 2-2-12
Dean/Director: _~~(signature)~~_	Date: 2/3/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision: Music	**Faculty Member Requesting Revision:** Dr. Lyle Indergaard

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

MUSC 6540 Piano Literature I

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

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

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided

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elective curriculum.

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

Approvals:	
Dept. Head:	Date: 2-2-12
College/Division Exec. Comm.:	Date: 2-2-12
Dean/Director:	Date: 3/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision: Music	**Faculty Member Requesting Revision:** Dr. Lyle Indergaard

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

MUSC 6550 Piano Literature II

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

Approvals:	
Dept. Head: _[signature]_	Date: 2-2-12
College/Division Exec. Comm.: _[signature]_	Date: 2-2-12
Dean/Director: _[signature]_	Date: 2/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 6760 Jazz Pedagogy

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: 1-0-1	**Credit Hours:** 1-2-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: .	**Course Description:**

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years

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

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

☐ Improving student learning outcomes: MMP Educational Outcomes #4: "Students will apply pedagogical skills in studio instruction."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation of the Graduate Music Committee.

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: *[signature]*	Date: 2-??-72
College/Division Exec. Comm.: *[signature]* M. Sauer	Date: 2-2-12
Dean/Director: *[signature]* John Stein	Date: 2/2/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision: Music	**Faculty Member Requesting Revision:** Dr. Lyle Indergaard

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

MUSC 7040 Computer Applications in Music

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 3-0-3	**Credit Hours:** 1-2-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:** An introduction to computer applications for music.

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years.

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

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

☒ Improving student learning outcomes: MMEd Educational Outcome #2: Students will select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

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

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?). **Data Sources:** ☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. ☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #2: "Students will prepare and perform a graduate recital to the satisfaction of a faculty committee. This recital represents a culmination and application of applied study, pedagogy, music history and analysis, and research."

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Approvals:	
Dept. Head: _[signature]_	Date: 2-2-/2
College/Division Exec. Comm.: _[signature]_	Date: 2-2-12
Dean/Director: _[signature]_	Date: 3/2/12
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dr. Lyle Indergaard

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

MUSC 7530 Chamber Music

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: 1-0-1	**Credit Hours:** 2-0-2
Course Title: Chamber Music	**Course Title:** Chamber Music Literature
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2012	Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #3: "Students will exhibit knowledge of applicable solo and ensemble literature."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) MMP Outcome Assessment #1: "Students will complete a written and oral comprehensive examination that demonstrates satisfactory achievement in written and oral communication related to pedagogy, music history and analysis, literature, and research methodology."

Approvals:	
Dept. Head: _~~signature~~_	Date: 2-2-12
College/Division Exec. Comm.: _~~signature~~_	Date: 2-2-12
Dean/Director: _~~signature~~_	Date: 3/3/12
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Revision: Music	**Faculty Member Requesting Revision:** Dr. Lyle Indergaard

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

MUSC 7650 Conducting

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: 3-0-3	**Credit Hours:** 1-2-2
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: Techniques in conducting.	**Course Description:** A study of basic choral and instrumental conducting techniques.

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Once every two years.

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

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

☒ Improving student learning outcomes: MMP Educational Outcome #1: "Students will demonstrate an advanced level of performance skills and personal musicianship in studio and ensemble settings."

☐ Adopting current best practice(s) in field:

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

☒ Other: Standardizing the graduate music elective area will aid advising and strengthen the guided elective curriculum.

Source of Data to Support Suggested Change:

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

The Graduate Music Committee recommends standardizing the graduate music elective area to aid advising and strengthen the guided elective curriculum.

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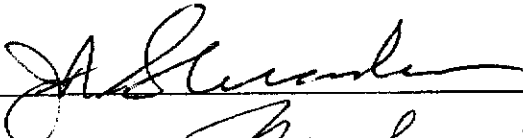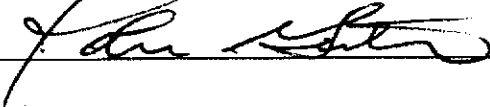
Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Approval of the Graduate Music Committee.

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

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Approvals:		
Dept. Head:	*[signature]*	Date: 2-2-12
College/Division Exec. Comm.:	*[signature]*	Date: 2-2-12
Dean/Director:	*[signature]*	Date: 2/3/12
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 12/15/2011

Department Initiating Deactivation: Music	**Semester & Year to be Effective:** Fall 2012

List of courses (or the program or track) to be deactivated: MUSC 5170 Music Composition I, MUSC 6450 History of Music to 1750, MUSC 6460 History of Music Since 1750, MUSC 6570 Organ Literature I, MUSC 6580 Organ Literature II, MUSC 7722 Advanced Piano Pedagogy II.

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 are no longer taught.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation of Graduate Music Committee.

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

Approvals:		
College/Division Exec. Comm.: *[signature]*	Date: 2·2·12
Dept. Head: *[signature]*	Date: 2.2-12
Dean/Director: *[signature]*	Date: 2/2/12
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE CO~~RR~~ECEIVED
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: ☒ Core ☐ Senior ☐ Graduate	
Current Catalogue Page Number: 83	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 2012

Degree and Program Name:

Present Requirements: UNIVERSITY SYSTEM REGENTS' TESTING PROGRAM	**Proposed Requirements:** (highlight changes after printing) UNIVERSITY SYSTEM REGENTS' TESTING PROGRAM
Each institution of the University System of Georgia must assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing. Therefore students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. For undergraduate students at Valdosta State University, the Regents' Test requirement will be fulfilled by a passing grade in English 1102.* * Students failing ENGL 1102 will be required to register for the class each subsequent semester in which they are enrolled at VSU. They will also be required to meet with a tutor in VSU's Student Success Center to develop a remediation plan. See <http://www.valdosta.edu/ssc/>.	Each institution of the University System of Georgia must assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing. Therefore students enrolled in undergraduate degree programs shall pass the Regents' Test as a requirement for graduation. For undergraduate students at Valdosta State University, the Regents' Test requirement will be fulfilled by a passing grade in English 1102 OR AN APPROVED SUBSTITUTE.* * Students failing ENGL 1102 will be required to register for the class each subsequent semester in which they are enrolled at VSU. They will also be required to meet with a tutor in VSU's Student Success Center to develop a remediation plan. See <http://www.valdosta.edu/ssc/>.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other This change corrects an omission in the earlier statement. Not all institutions from which students transfer offer an ENGL 1102 course; this slight wording change will allow VSU to accept equivalent courses to meet the Regents' testing requirement.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Course substitutions from other institutions.**

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Assessments collected in major courses will determine if stricter measures are required.**

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Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 2/1/12
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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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: 81	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2012

Degree and Program Name:

Present Requirements: PRIOR LEARNING ASSESSMENT (PLA)	Proposed Requirements: (highlight changes after printing) PRIOR LEARNING ASSESSMENT (PLA)
Prior Learning Assessment (PLA) is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at Valdosta State University. The University will work with students from diverse backgrounds to evaluate their prior learning and determine if it meets the standards and requirements of college-level learning. A total of 30 semester hours can be earned through any combination of CLEP, credit by departmental examination, correspondence courses, extension work, PLA, Internatioanl Baccalaureate, and advanced placement . For more information about PLA at VSU, consult the PLA website at <http://www.valdosta.edu/pla/>.	Prior Learning Assessment (PLA) is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at Valdosta State University. The University will work with students from diverse backgrounds to evaluate their prior learning and determine if it meets the standards and requirements of college-level learning. A total of 30 semester hours can be earned through any combination of CLEP, credit by departmental examination, correspondence courses, extension work, PLA, Internatioanl Baccalaureate, and advanced placement . CREDIT EARNED THROUGH THE PLA PROCESS WILL BE COUNTED AS MEETING VSU RESIDENCY REQUIREMENTS. For more information about PLA at VSU, consult the PLA website at <http://www.valdosta.edu/pla/>.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Several programs utilizing the PLA portfolio evaluation process have encountered some difficulties in ensuring that students using PLA meet the residency requirements. In a meeting with representatives from the academic programs involved and the Registrar's Office, the group decided that since PLA assessments are designed and evaluated by VSU faculty, that this work meets the VSU residency requirement.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Similar programs use the same criteria.**
☐ **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.) **PLA materials are part of the assessment plans for those programs.**

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Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 2/1/12
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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