VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
February 9, 2015

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
February 9, 2015

1. Minutes of the January 12, 2015 meeting. (pages 1-3) were approved by email January 16, 2015.

2. **GRADUATE SCHOOL**
   a. Revised Academic Dishonesty (pages 4-6)
   b. Revised Admission test scores (Web) (pages 7-10)

3. **COLLEGE OF BUSINESS**
   a. New course IB 3600H (pages 11-17)
   b. Revised prerequisites FIN 4720 (pages 18-20)
   c. Revised curriculum for the MBA – General Business track (pages 21-23)
   d. Revised curriculum for the MBA – Healthcare Administration track (pages 14-25)
   e. New course MBA 7898 (pages 26-30)

4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised admission to the Teacher Education program (pages 31-34)
   b. Revised degree requirements for the MLIS (pages 35-37)
   c. Revised curriculum for the MLIS – Cataloging and Classification track (pages 38-40)
   d. Revised prerequisite MLIS 7330 (pages 41-43)
   e. New course MLIS 7125 (pages 44-57)

5. **COLLEGE OF ARTS AND SCIENCES**
   a. Revised senior curriculum for the BS in Applied Mathematics (pages 58-60)
   b. Revised senior curriculum for the BA in Mathematics (pages 61-63)
   c. Revised prerequisite for CS 4330 (pages 64-65)
   d. Revised prerequisite for CS 6330 (pages 66-67)
   e. Deactivation of CS 4140, 6140, 6335, MATH 2160, 5163, 5164, 5165, 5166, 5080, 6540, and 6625 (pages 68-69)
   f. New course PHSC 1100H (pages 70-76)
   g. Revised prerequisite and description BIOL 6020 (pages 77-79)
   h. New course BIOL 6250 (pages 80-85)
   i. New course BIOL 6730 (pages 86-92)
   j. Revised Selected Educational Outcomes for the BA in Criminal Justice (93-95).
   k. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice (pages 96-99).
   l. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice - Online (pages 100-102).
   m. Revised Selected Educational Outcomes for the MS in Criminal Justice (pages 103-105)
   n. Revised degree requirements for the MS in Criminal Justice (pages 106-108)
   o. Revised curriculum for the MS in Criminal Justice (pages 109-112)
   p. New course CRJU 7998 (pages 113-116)
   q. Revised credit hours, title, prerequisite, and description CRJU 7999 (pages 117-119)
   r. Deactivation of CRJU 7990 (pages 120-121)

6. **COLLEGE OF THE ARTS**
   a. Revised credit hours and description for MUSC 5880 (pages 122-124).
   b. Revised prerequisite for MSUC 1172 (pages 125-126).
   c. New degree proposal for the BFA in Emergent Media and Communication (pages 127-157).
   d. New degree requirements - Area F and Senior College Curriculum for the BFA in Emergent Media and Communication (pages 158-160)
   e. New course EMAC 2200 (pages 161-164).
   f. New course EMAC 2400 (pages 165-168).
   g. New course EMAC 2600 (pages 169-172)
   h. New course EMAC 2800 (pages 173-176)
   i. New course EMAC 3000 (pages 177-180)
   j. New course EMAC 3020 (pages 181-185)
   k. New course EMAC 3060 (pages 186-189)
   l. New course EMAC 3040 (pages 190-193)
   m. New course EMAC 3080 (pages 194-197)
   n. New course EMAC 4000 (pages 198-201)
   o. New course EMAC 4100 (pages 202-205)
   p. New course EMAC 4220 (pages 206-210)
   q. New course EMAC 4200 (pages 211-214)
   r. New course EMAC 4240 (pages 215-219)
   s. New course EMAC 4300 (pages 220-223)
   t. New course EMAC 4320 (pages 224-227)
   u. New course EMAC 4340 (pages 228-231)
   v. New course EMAC 4952 (pages 232-234)

7. **Miscellaneous**
   a. Revised Learning Support Policy(pages 235-239)

8. **Pending items**
   a. Revised course CHEM 1010 – USG General Education Council approval
   b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
   c. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
   d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
January 12, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 12, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Mr. Frank Barnas, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Lars Leader, Dr. Dee Ott (Proxy for Dr. Linda Floyd), Dr. Dee Ott, Ms. Jessica Lee, and Dr. Xiaoai Ren.

Members Absent: Ms. Denise Atkinson, Dr. Marc Pufong, Dr. Lorna Alvarez-Rivera, Dr. Katherine Lamb, and Dr. Linda Floyd.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Doug Farwell, Ms. Teresa Williams, Dr. Robert Gannon, Dr. Carl Cates, Dr. Fred Downing, and Dr. Donna Gosnell.

The Minutes of the November 10, 2014 meeting were approved by email on November 14, 2014. (pages 1-4).

A. College of Nursing and Health Sciences

1. Revised prerequisites, Nursing (NURS) 3111, "Nursing Care I: Health Promotion and Competences", (NC I:HEALTH PROMOTION – 5 credit hours, 4 lecture hours, 3 lab hours, and 7 contact hours), was approved effective Fall Semester 2015 with the effective date changed from Spring to Fall. (pages 5-7).

B. College of Business

1. Revised admission requirements for the MACC program was approved effective Fall Semester 2015 with effective date changed from Spring to Fall. (pages 8-10).

2. Revised course description, Master of Accountancy (MACC) 7410, "Advanced Accounting Information Systems", (ADVANCED AIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 11-13).

3. Revised course description, Master of Accountancy (MACC) 7500, "Tax Research", (TAX RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 14-16).

4. Revised course description, Master of Accountancy (MACC) 7510, "Corporate and Partnership Taxation", (CORP PARTNERSHIP TAXATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 17-19).

5. Revised course description, Master of Accountancy (MACC) 7800, "Advanced Auditing", (ADVANCED AUDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 20-22).

C. College of Education and Human Services

1. Revised course prerequisite, Library Science (MLIS) 7330, "Metadata and Advanced Cataloging", (METADATA AND ADV CATALOGING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 23-25).

2. Revised degree requirements for the MSW was approved effective Fall Semester 2015. (Pages 26-28).

3. Revised credit hours, Social Work (SOWK) 6303, "Practice Skills Lab", (SOWK PRACTICE SKILLS LAB – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2015. (pages 29-30).

4. Revised credit hours, Social Work (SOWK) 7630, "Professional Seminar", (SOWK PRACTICE SKILLS LAB – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Spring Semester 2016. (pages 31-32).

5. New course, Social Work (SOWK) 7001, "Special Topics in Social Work", (SPECIAL TOPICS IN SOCIAL WORK – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2015. (pages 33-39).

6. Revised course description and prerequisite, Special Education (SPEC) 3000, "Serving Students with Diverse Needs, (SERVING STUDENT DIVERSE NEEDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 40-42).

D. College of the Arts

1. Revised catalog narrative Department of Music – Secondary Applied Music section was approved effective Fall Semester 2015. (pages 43-45).

2. Revised senior curriculum for the BA in Music – New Track – Music Education was approved effective Fall Semester 2015. (pages 46-48).

3. Revised senior curriculum for the BM in Music Education – revised Track F – Jazz was approved effective Fall Semester 2015. (pages 49-50). (pages 49-50).

4. Revised senior curriculum for the BM in Music Education – revised Track B – Organ was approved effective Fall Semester 2015. (pages 51-52).

5. New course, Music Education (MUE) 3650, "Conducting", (ADV CONT & PED IN LIFE SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 53-58).

6. Revised course number, title, prerequisite, and description, Music (MUSC) 2131, "Class Piano I", (CLASS PIANO I – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 59-61). Deactivation MUSC 1131.

7. Revised course number, title, prerequisite, and description, Music (MUSC) 2132, "Class Piano II", (CLASS PIANO II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 62-64). Deactivation MUSC 1132.

8. New course, Music (MUSC) 3131, "Class Piano III", (CLASS PIANO III – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 65-71).

9. New course, Music (MUSC) 3132, "Class Piano IV", (CLASS PIANO IV – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 72-78).

10. New course, Music (MUSC) 3710, "Upper Division Secondary Applied Music", (UPPER DIV SEC APPLIED – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 79-85).

11. Revised credit hours, and description, Music (MUSC) 3888, "Marching Band", (MARCHING BAND – 1 credit hour, 0 lecture hours, 5 lab hours, and 5 contact hours), was approved effective Fall Semester 2015. (pages 86-88).

D. College of Arts and Sciences

1. Revised prerequisites for CHEM 1212 was pulled at the request of the department and not acted on. (pages 89-91).

2. New course, Chemistry (CHEM) 1210, "First Year Seminar", (UPPER DIV SEC APPLIED – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 92-97).

3. Deactivation of REL 3200 effective Fall Semester 2015. (page 98-99).

4. Revised course title, prerequisite, and description, Religious Studies (REL) 3350, "Religious Autobiography and Spiritual Transformation", (REL AUTOBIOGRAPHY SPIRITUAL TRN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 100-102).

5. Revised course title, prerequisite, and description, Religious Studies (REL) 3220, "Inter-Religious Dialogue and Understanding", (INTER-RELIGIOUS DIALOGUE UNDST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 103-105).

6. Revised course prerequisite, Religious Studies (REL) 3210, "Religion, Violence, and Nonviolence", (REL, VIOLENCE & NONVIOLENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 106-107).

7. Deactivation of BIOL 2230 and 2270 was noted effective Spring 2015. (page 108).

8. Revised course prerequisite, and description, Biology (BIOL) 4020, "Topics in Conservation Biology", (SP TOPCIS CONSERVATION – 2-4 credit hours, 2-3 lecture hours, 0-3 lab hours, and 2-6 contact hours), was approved effective Fall Semester 2015. (pages 109-111).

9. Revised course prerequisite, Biology (BIOL) 4010, "Topics in Biology II", (TOPICS IN BIOLOGY II – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 112-114).

10. Revised course prerequisite, Biology (BIOL) 4000, "Topics in Biology I", (TOPICS IN BIOLOGY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 115-117).

11. New course, Biology (BIOL) 4730, "Climate Change Biology", (CLIMATE CHANGE BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 118-124).

12. New course, Biology (BIOL) 4250, "Human Anatomy", (HUMAN ANATOMY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 125-130).

E. Miscellaneous

1. Core curriculum proposal – MKTG 1500 in Area E was approved – it will now be forwarded to the Board for consideration. (pages 131-148).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED
JAN 13 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 26 Academic Dishonesty	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: All Graduate Programs

Present Requirements: Under	**Proposed Requirements:** (highlight changes after printing)
ACADEMIC DISHONESTY 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. Appendix A of the Student Code of Conduct in the VSU Student Handbook outlines academic integrity violations as well as the academic response and disciplinary response to such violations. See http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-dishonesty.php. The online VSU Student Handbook reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. See https://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php.	ACADEMIC DISHONESTY 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 Student Code of Conduct in the VSU Student Handbook outlines academic integrity violations as well as the academic response and disciplinary response to such violations. See http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-dishonesty.php. NOTE: Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on Banner. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. However, a student may not exercise this right to withdraw to avoid sanction for academic dishonesty. The online VSU Student Handbook reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from a graduate program and/or the university. See https://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php. In cases of academic dishonesty, including plagiarism, where a graduate student may continue

	to violate Section I after having been warned or sanctioned by one or more professors, he or she may then be referred to the Dean of Students Office where official charges may be drawn up and the student subjected to the established VSU disciplinary process. If an instructor assigns a grade of F or U for a course due to academic dishonesty, including but not limited to plagiarism, and the student receives a Medical or Hardship Withdrawal, the instructor may assign a WF.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Adding language to clarify existing policy and reflecting current practices at the undergraduate level. The language on withdrawing before the midterm, which was approved many years ago by Education Policies Committee, reflects the current practice at the undergraduate level and appears to have been overlooked in the graduate catalog. Furthermore, the language on medical/hardship withdrawals simply reflects our current practice.

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:	Date: 1-13-15
College/Division Exec. Committee:	Date: 1-13-15
Dean(s)/Director(s):	Date: 1-13-15
Graduate Exec. Comm.: (for grad program)	Date: 1-27-15
Graduate Dean: (for grad program)	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
JAN 13 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: N/A - information found on program web pages	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Graduate Programs - see the attached.

Present Requirements: Posted on program web pages.	**Proposed Requirements:** (highlight changes after printing) Please see the attached. Note: Old scores will continue to be listed with new scoring.

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 : Updates GRE scoring based on newly established 2012 scores. Changes are derived from departmental feedback and the ETS Concordance Table.

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.) **Admissions documentation.**

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:	Date: 1-13-15
College/Division Exec. Committee:	Date: 1-13-15
Dean(s)/Director(s):	Date: 1-13-15
Graduate Exec. Comm.: (for grad program)	Date: 1-27-15
Graduate Dean: (for grad program)	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

Program	Old Scores (test taken before August 2011)	New Scores (to be added to current scores)
Master of Social Work	800 overall, or a minimum score of 400 on Verbal/minimum score of 3.5 on Analytical	A combined minimum score of 286 on verbal and quantitative, or a minimum score of 146 on verbal/minimum score of 3.5 on analytical
MED in Communication Sciences/Disorders	750 overall (Verbal score no less than 350)	A combined minimum score of 283 on verbal and quantitative; Verbal score no less than 143
ACT Program (MAT in Secondary Ed, MAT in Middle Grades)		Verbal – 143/350 Quantitative – 138/400 Analytical – 3.0
MS in Biology	A combined minimum score of 1000 on Verbal and Quantitative	Verbal – 150 Quantitative - 150
MS in Sociology	A combined minimum score of 800 on Verbal and Quantitative	A combined minimum score of 286 on verbal and quantitative
Doctor of Speech Language Pathology	A minimum score of 450 on verbal	A minimum score of 150 on verbal
EDS in Teacher Leadership	850 overall (Verbal score no less than 400)	A combined minimum score of 286; a verbal score no less than 146
MAT/MED in Special Ed Deaf Ed	800 overall (Verbal score no less than 400; Analytical no less than 3.0)	A combined minimum score of 283; a verbal score no less than 143
MA in History	500 Verbal score, and 4.0 Analytical score	Verbal score no less than 153; an Analytical score no less than 4.0
MED in Reading	750 overall (Verbal score no less than 350)	A combined minimum score of 283; a verbal score no less than 143
EDS in Special Ed	850 overall (Verbal score no less than 400)	A combined minimum score of 286; a verbal score no less than 146
MBAs (WebMBA, HCAD, on campus)	Verbal no less than 400; Quantitative score no less than 480	Verbal score no less than 146; Quantitative score no less than 143

Dept emailed scores or scores posted on website

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/01/2014 (mm/dd/yyyy)

Department Initiating Request: Management	**Faculty Member Requesting:** Marko Horn
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) IB 3600H	**Proposed New Course Title:** International Business and Culture **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) International Business and Culture
Semester/Year to be Effective: Summer/2015	**Estimated Frequency of Course Offering:** Annually

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

Lecture Hours: 3	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course is specifically designed as an opportunity for students to gain abroad experiences that promote a greater understanding of international business practices through classroom instruction as well as site visits to international companies and domestic companies operating globally. The class fosters cross-cultural understanding by visiting places of cultural and historical significance, as well as exposures to people of different cultures through guest speakers as well as social interactions. This honors course requires written international company analysis visited in foreign country.

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: This course supports VSU General Education Outcomes AREA E Learning Goal 2: Global Perspectives, Students will demonstrate an understanding of cultural, religious, or social dimensions of societies around the world. It also supports LCOBA Program Objective 4: Students majoring in programs of the Langdale College of Business Administration will be aware of the global business environment.

☐ Adopting current best practice(s) in field:

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

☒ Other: This course will offer honors students an additional honors business elective.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Numbers of honors options offered to honor students over the last two years.

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☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Many undergraduate business programs in the United States offer classes in foreign countries. To train future global leaders, VSU undergraduate business programs needs an undergraduate class that make international travel mandatory.

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.) company visits, tests, papers

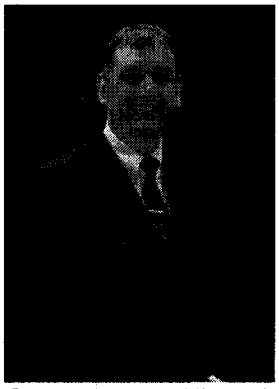
☐ Other:

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

Approvals: Dept. Head:	Date: 26 Jan 15
College/Division Exec. Comm.:	Date: 1/26/15
Dean/Director:	Date: 1-26-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

IB 3600 H
International Business and Culture



Professor: Marko Horn, PhD
Office: 229-259-5505
Cell: 850-363-1245
E-mail: mhorn@valdosta.edu
Office Number:

DATE, Day & Class #	TOPIC	ASSIGNMENT
	Weekly Class Calendar TBD	

Required Material

Text: International Business: The New Realities 3rd ed.; Cavusgil, Knight, Riesenberger;
ISBN: 9780132991261; Prentice Hall

Course Description

This course is specifically designed as an opportunity for students to gain abroad experiences that promote a greater understanding of international business practices through classroom instruction as well as site visits to international companies and domestic companies operating globally. The class fosters cross-cultural understanding by visiting places of cultural and historical significance, as well as exposures to people of different cultures through guest speakers as well as social interactions. The class involves students and faculty traveling together to the chosen foreign country. This study abroad endeavor gives students the chance to network with different companies and business executives operating globally in the particular foreign country chosen. This class also gives students a chance to immerse themselves into a different culture and lifestyle first hand.

Learning Objectives (LO)

This course is designed to achieve five learning objectives. These are to ensure that you

1) Are able to effectively utilize analytical skills to solve business problems
2) Practice effective oral and written communication skills for business
3) Be aware of the global business environment
4) cooperative and exhibit productive behavior in group settings
5) Display competent use of technology.

Prerequisite:

None

Performance Criteria and Evaluation	Performance on the learning objectives will be evaluated as a function of your work in the following areas: **Individual Performance 50%:** Quizzes 5% Exam 1 (Chapter 1-10) 20% Exam 2 (Chapter 11-20) 20% Reflection Paper 15% **Group Performance 20%:** Site Visit Business Case Analysis 20% Stakeholder Analysis 20%
Grading Policy	**A**: 90.0 - 100 **B**: 80.0 – 89.9 **C**: 70.0 - 79.9 **D**: 60.0 - 69.9 **F**: Less than 60.0
Syllabus Acknowledgement	Your first assignment is the syllabus acknowledgement. After you read the syllabus please send me an e-mail stating: "I read and understand the syllabus". This syllabus is the contract that governs this class, and your e-mail constitutes the digital signature under our contract. This assignment is not graded, but you may not continue in this class if I do not receive your e-mail by the due date. It is essential that I know you are aware of the content in this document.
Quizzes (Individual 5%) LO: 3 & 5	Multiple Choice Quizzes are given in BlazeView for every Textbook Chapter. The questions will generate randomly and you can take the quizzes several times. The Quizzes are to be taken before we are leaving to our destination and a minimum average quiz score of 70% has to be achieved before we board the plane.
Exam 1 (Individual 20%) LO: 3	Chapters 1-10 Multiple Choice
Exam 2 (Individual 20%) LO: 3	Chapters 11-20, Multiple Choice
Reflection Paper (Individual 15%) LO: 2, 3 & 5	During the international study experience you are required to collect data by keeping a daily journal of your experiences. Towards the end of the course you will compile the experiences from your point of view and reflect how the experiences impacted and changed you.
Site Visit Business Case Analysis (Group 20%) LO: 1, 2, 3, 4 & 5	We will engage in several site visits to active businesses during this class. For the site visit of your choice, your group will research the firm we will visit and present the results to the class prior to the visit. After the visit the team will prepare an 8-10 page case summary (double spaced, typed, Times New Roman 12 font or equivalent) outlining what was learned and how your expectation differed from the reality you observed.

Stakeholder Analysis: (Individual 20%) LO: 1, 2, 3, 4	**The Assignment** Pick one of the publicity traded companies we are visiting during this class, download and read the most current annual report and identify the company stakeholders as well as the most pressing issues in stakeholder management. Feel free to find and use other credible articles on this topic (not required). If you use other sources, be sure to cite them when necessary and include the full citation on a reference page. Don't forget to cite the textbook if you are using material we learned in class. 1. Identify the different stakeholder groups and analyze their values and needs using the typology developed by Mitchell, Agle, and Wood (1997). Make sure your analysis answers the following questions: a. What is the company's business strategy and how can their resources need be fulfilled? b. Which stakeholders are most important to the company and describe why that is the case? c. What are the different stakeholder groups' negotiating positions in the case? d. How should the company respond to the most pressing issues, and what negotiating position would you suggest? Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review, 22*(4), 853-886 To meet this goal, use the following format: After an introductory paragraph, provide a brief (one paragraph) summary of the company's current business level strategy and explain what resources are most important for Tembec to implement their strategy nationally and internationally. Then, use the stakeholder framework to analyze the shareholders' salience and likely satisfaction with the company's strategy (approximately 4 – 5 paragraphs). Next, consider the impact the company's resource need has on the stakeholder groups (approximately 1 paragraph per group). End with a concluding paragraph that clearly summarizes your thesis which groups are most important and your rationale in the decision making process. Writing will be part of the grade! This is an essay, and it should flow from one paragraph to the next in a logical fashion. Your first paragraph should define your thesis and the rest of the paper should provide evidence that supports the thesis. Pull your key points together in a concluding paragraph. Be thorough but concise. This is an analytical paper. You will need to summarize the company's business level strategy, resource needs, and the salience of the different stakeholders'. Focus on the analysis of the situation; don't tell me what I already know after reading the annual report. Do not write "I feel" or "I think." Instead, use logic and evidence to support your conclusions. Here are a couple more points to consider: ➢ For the paper it is absolutely essential that you tie your analysis

	to the textbook with in text citations etc. ➢ Every source you utilize needs to be cited ➢ A good paper has a title page, table of contents, and a bibliography Double space, 12 point font, Times New Roman or equivalent, no less than 10 and no more than 12 pages are required.
Classroom Environment	During this course the world will be your classroom. Many of the instructional experiences will take place away from traditional classroom settings. Nevertheless, at any time, in any setting, while studying abroad, you are expected to observe the student code of conduct of Valdosta State University as found in the VSU Student Handbook. Learning takes place when both the instructor and students are **actively** involved in the presentation and discussion of the course material. In order to maximize learning in the classroom, active participation is requested of all students. Much of the class time will be devoted to the discussion of concepts and experiences. You are expected, not only to attend class, but also to be prepared to discuss the readings on the day assigned; without your participation, the class will grind to a halt. You will optimize your learning by reading and preparing the material prior to class discussion. You are expected to attend **all** classes and arrive to class **on time**. Should more than three unexcused absences occur, your participation in the study abroad program may be terminated and you may be sent home. Unforeseen changes in the syllabus and assignments will be announced in class **The syllabus is a working document and the latest version will always be available on Blaze View.**

Accommodations Statement

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

Academic Integrity

http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsu.php

Title IX

http://ww2.valdosta.edu/legal/documents/Title_IX.pdf

Counseling

http://www.valdosta.edu/student/student-services/counseling-center/

REQUEST FOR A REVISED COURSE

Valdosta State University

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VALDOSTA STATE UNIVERSITY

Date of Submission: 01/12/2015 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Economics and Finance	Dr. Elvan Aktas

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

FIN 4720 - Advanced Portfolio Management

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: FIN 4520	**Prerequisites:** FIN 3360 and FIN 4520
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall/2015	1 per year

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

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 class is one of the capstone options for the major. This is in alignment with the other classes students could take as a capstone.

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:	Date: 01/22/2015
College/Division Exec. Comm.: Sanjay Gupta	Date: 1/22/15
Dean/Director:	Date: 1/22/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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: 120	**Proposed Effective Date for Curriculum Change: (Month/Year):** FALL 2015	**Degree & Program Name: (e.g., BFA, Art):** MBA General Business

Present Requirements: General Business Track	**Proposed Requirements (Underline changes after printing this form:** General Business Track
Core.....21 hours	Core.....21 hours
MBA7030 Managerial Accounting.....3 hours	MBA7030 Managerial Accounting.....3 hours
MBA7050 Marketing Strategy.....3 hours	MBA7050 Marketing Strategy.....3 hours
MBA7350 Managerial Finance.....3 hours	MBA7350 Managerial Finance.....3 hours
MBA7660 Advanced Quantitative Methods....3 hours	MBA7660 Advanced Quantitative Methods....3 hours
MBA7630 Leadership and Motivation.....3 hours	MBA7630 Leadership and Motivation.....3 hours
MBA7500 Managerial Economics.....3 hours	MBA7500 Managerial Economics.....3 hours
MBA7900 Strategic Management.....3 hours	MBA7900 Strategic Management.....3 hours
International Requirement (one of the following)	
MBA7401 International Business.....3 hours	
MBA7402 International Economics...3 hours	
MBA7403 International Financial Management.....3 hours	
Electives.....6 hours	Electives.....9 hours
Choose any two electives from MBA or MACC courses	Choose any ~~two~~ three electives from MBA or MACC courses
Total Hours Required for the Degree...30 semester hours	Total Hours Required for the Degree...30 semester hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Provides more flexibility to electives

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.) MBA program learning objectives are assessed each year.

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:	Date: 1 Dec 14
College/Division Exec. Committee:	Date: 12-2-14
Dean(s)/Director(s):	Date: 12-2-14
Graduate Exec. Comm.: (for grad program)	Date: 1-27-15
Graduate Dean: (for grad program)	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
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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: 121	**Proposed Effective Date for Curriculum Change: (Month/Year):** August 2015	**Degree & Program Name: (e.g., BFA, Art):** MBA

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Required Healthcare Courses.....6 hours **MBA7800 Introduction to Healthcare Systems and Policies.....3 hours** **MBA7899 Healthcare Administration Practicum.....3 hours**	Required Healthcare Courses.....6 hours MBA7800 Introduction to Healthcare Systems and Policies.....3 hours Either MBA7899 Healthcare Administration Practicum or MBA7898 Healthcare Directed Research.....3 hours

Justification:

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

☒ Improve student learning outcomes: This program will enable students alreay employed in healthcare to complete an in-depth study of important issues in the field.

☐ Adopting current best practice(s) in field:

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

☒ Other: Healthcare administration is one of the fastest growing areas of employment. Current students and alumni already in the workforce are interested in a healthcare administration specialization.

Source of Data to Support Suggested Change:

☒ **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.) tests, projects, cases, presentation.

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) embedded test questions, case analysis, instructor ratings of skills levels.

Approvals:

Department Head:		Date: 1 Dec 14
College/Division Exec. Committee:	Neil Schwenke	Date: 12-2-14
Dean(s)/Director(s):	J Wayne Blankenship	Date: 12-2-14
Grad. Exec. Committee: (for graduate course)	T. J. Pl	Date: 1-27-15
Graduate Dean: (for graduate course)	T. J. Pl	Date: 1-27-15
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/10/2014 (mm/dd/yyyy)

Department Initiating Request: Management and Healthcare Administration	**Faculty Member Requesting:** Ryan Schmidt
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MBA 7898	**Proposed New Course Title:** Healthcare Directed Research **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Healthcare Directed Research
Semester/Year to be Effective: ~~Spring~~ Fall 2015	**Estimated Frequency of Course Offering:** As needed

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisities: MBA 7800 and successful completion of a minimum of 27 hours of MBA coursework. Graded "Satisfactory" or "Unsatisfactory". Students will complete an applied research project on a healthcare topic of interest with appointed faculty advisor. The project will contain several elements of healthcare systems delivery and practice theories and concepts while addressing practical challenges within a healthcare system.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This course will be part of the MBA/Healthcare concentration 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.)

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.) Student projects will be collected and evaluated for achievement of course objectives.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1 Dec 14
College/Division Exec. Comm.:	Date: 12-2-14
Dean/Director:	Date: 12-2-14
Graduate Exec. Comm.: (for graduate course):	Date: 1-27-15
Graduate Dean: (for graduate course):	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus for MBA-7898 (CRN #####)
Healthcare Directed Research- TERM

Instructor: **Staff**
Email:
Phone:
Office Hours:

Course Objectives

Students will complete an applied research project on a healthcare topic of interest with appointed faculty advisor. The project will contain several elements of healthcare systems delivery and practice theories and concepts while addressing practical challenges within the healthcare system. Student's prior experience and career goals will be considered in the development of this experience. Students should demonstrate the ability to function in and contribute to a healthcare organization.

This course develops further several of the objectives of the Langdale College of Business Administration Learning Goals (MBA):

1) Students will demonstrate knowledge of basic healthcare administration concepts – MBA 1.
2) Students will express themselves clearly, logically, and precisely in writing, and they will demonstrate competence in reading and listening – MBA 3.
3) Students will be able the analyze and critically evaluate from oral written, and visual materials – MBA 2; SED: 1, 2.

Reaching these objectives will be assessed by the following methods:

1) Students must complete and present orally and in writing a project demonstrating the application of specific healthcare administration concepts in a healthcare organization.

A list of the Langdale College of Business Administration MBA Learning Goals:
https://ww2.valdosta.edu/catalog/1213/grad/documents/GRAD_139-168.pdf

Required Text and Materials

None

Prerequisites

MBA 7800, completion of 27 hours of MBA course work.

Special Needs

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498 (voice) and 219-1348 (tty). Also, please discuss this need with the instructor at the time of the first class.

Student Opinion of Instruction

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

Tentative Course Assignments

Project Description: Students will complete an applied research project on a healthcare topic of interest with appointed faculty advisor

Midterm Evaluation: Academic supervisor will assess progress.

Project: Written project will be due last day of class.

Self-evaluation: Student will maintain a journal of reflections during the course and write a self-evaluation based on journal.

Final Evaluation: Written and oral project to be submitted to academic supervisor no later than last day of class.

Grading: Grading will be on a pass/fail basis.

Note: This syllabus is a work in progress. I may change course requirements, assignments, topics to be covered and/or deadlines as the semester progresses. In such a case you will be notified of the changes in a timely manner. Furthermore, in case of any change, the syllabus on BlazeVIEW will be always updated.

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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: 197	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Admission to the Teacher Education Program

Present Requirements: Admission to the Teacher Education Program	**Proposed Requirements:** (highlight changes after printing) Admission to the Teacher Education Program
Students must be admitted to Teacher Education in order to enroll in professional education course work. The date of admission to teacher education is the first day of the semester in which the student enrolls in a professional education course. For admission to Teacher Education and enrollment in professional education courses, students must have: 1. declared a major leading to teacher certification. 2. earned at least 45 semester hours. 3. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher. 4. achieved a grade of "S" in the appropriate 2999 course. 5. maintained at least an overall 2.75 GPA. 6. passed GACE Basic Program Admission Assessment (or exempted it--SAT, ACT, GRE, or CLAST exemption scores are available on the College of Education and Human Services' website: http://www.valdostaa.edu/colleges/education/advising/admission-criteria.php). 7. achieved a passing score on the Ethics Quiz and signed the Georgia Code of Ethics of Educators Affirmation Statement. 8. completed a criminal background check. 9. maintained professional liability insurance. Each teacher education progam has a "2999" course (ACED 2999, ARED 2999, DEAF 2999, ECED 2999, ECSE 2999, FLED 2999, KSPE 2999, MGED 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate "2999" course	Students must be admitted to Teacher Education in order to enroll in professional education course work. The date of admission to Teacher Education is the date the online application is approved. Students must meet the following requirements to be admitted to Teacher Education: 1. declared a major leading to teacher certification. 2. earned at least 45 semester hours. 3. maintained at least an overall 2.75 GPA. 4. passed or exempted the GACE Program Admission Assessment or GACE Basic Skills Assessment. 5. successfully completed the Georgia Professional Standards Commission Educator Ethics-Program Entry Assessment. Each teacher education program has a "2999" course (ACED 2999, ARED 2999, DEAF 2999, ECED 2999, ECSE 2999, FLED 2999, KSPE 2999, MGED 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate "2999" course the semester following the

the semester following the successful completion of 45 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved. Students who have not maintained an overall 2.7 GPA will not be permitted to enroll in professional education courses.	successful completion of 45 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved. The following requirements must be met for students to earn a grade of "S" in "2999": 1. be admitted to Teacher Education in the current major. 2. hold a valid GaPSC Pre-service Certificate. 3. earned a grade of "C" or higher in ENGL 1101 and 1102; credit by exam assumes a grade of "C" or higher. 4. maintained at least an overall 2.75 GPA. 5. maintained professional liability insurance. 6. meet all LiveText requirements. Admission to Teacher Education and satisfactory completion of the appropriate "2999" course for the major are required to enroll in professional education courses. Transfer students who have been admitted to Teacher Education and hold a valid GaPSC Pre-service Certificate will be granted a one-semester waiver to take "2999" concurrently with professional education courses. The Georgia Professional Standards Commission requires that all teacher candidates hold a valid Pre-Service Certificate in the field in which the candidate is being prepared in order to complete field experiences and clinical practice in P-12 schools. Students are required to maintain an overall 2.75 GPA in order to initially enroll in professional education courses and continue to progress through the professional program.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies These revisions are consistent with new Georgia Professional Standards Commission mandates.

☐ 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.) **Admission to Teacher Education data**

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.) **Admission to Teacher Education data**

Approvals:	
Department Head:	Date:
College/Division Exec. Committee: Lynn C. Minor	Date: 1-30-15
Dean(s)/Director(s):	Date: 1/30/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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GRADUATE SCHOOL

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: 89	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/2015	**Degree & Program Name: (e.g., BFA, Art):** MLIS

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
REQUIREMENTS FOR THE MLIS DEGREE Core(Required) Courses..... ..18 hours MLIS 7000, MLIS 7100, MLIS 7200 9 hours MLIS 7300, MLIS 7700, MLIS 7800...9 hours Electives .....21 hours To include one of the following: MLIS 7130, MLIS 7150, MLIS 7400, MLIS 7420, MLIS 7440 (effective for students entering Fall 2013).....3 hours	REQUIREMENTS FOR THE MLIS DEGREE Core(Required) Courses.....18 hours MLIS 7000, MLIS 7100, MLIS 7200 9 hours MLIS 7300, MLIS 7700, MLIS 7800...9 hours Electives .....21 hours To include one of the following: MLIS 7400, MLIS 7420, MLIS 7440 (effective for students entering Fall 2015).....3 hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: Two of the five courses currently listed (MLIS 7130 and MLIS 7150) do not meet the collection development mandate of the American Library Association standards. They are being removed as options for satisfying the requirement.

☐ Other: Two of the courses listed (MLIS 7130 and MLIS 7150) do not meet the MLIS Program Objectives for collection development. They are being removed as options for satisfying the requirement.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Employer and alumni surveys have indicated the need for all graduates to understand the principles and practices of collection development in libraries and information centers

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The courses listed (MLIS 7130 and MLIS 7150) did not meet the MLIS Student Learning Outcomes Assesment program evaluations measures for collection development

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. future alumni and employer surveys will be used to track the continuing relevance of this program requirement.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Outcomes of program assessments housed in MLIS 7400, 7420, 7440.

Approvals:	
Department Head: Linda Most	Date: 12/11/14
College/Division Exec. Committee:	Date: 12/11/14
Dean(s)/Director(s):	Date: 12/11/14
Graduate Exec. Comm.: (for grad program) T. Jola	Date: 1-27-15
Graduate Dean: (for grad program) T. Jola	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

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GRADUATE SCHOOL

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: 89	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/2015	**Degree & Program Name: (e.g., BFA, Art):** MLIS

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Optional Track in Cataloging and Classification 12 hrs	Optional Track in Cataloging and Classification .....12 hrs
MLIS 7300 3 hrs	MLIS 7300 3 hrs
MLIS 7330, MLIS 7350, MLIS 7355, MLIS 7360, MLIS 7370, MLIS 7440, MLIS 7950*, or MLIS 7999* 6 hrs	MLIS 7310, MLIS 7330, MLIS 7355, MLIS 7360, MLIS 7950*, or MLIS 7999* 6 hrs
MLIS *7960 3 hrs	MLIS 7960* 3 hrs

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: MLIS 7310 is a new cataloging track course added to the schedule, MLIS 7350 & MLIS 7370 are cataloging track courses that have been delisted, and MLIS 7440 is one of two collection development courses that is part of the MLIS core requirements and is not a cataloging track requirement.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. No sources of data are required. This document is submitted to update the catalog to reflect curriculum changes and new courses approved last year. Sources of data previously used included employer surveys, documentation of new standards and practices now being used in the field.

☐ **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. Employer surveys, continuing alignment with professional standards

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

Approvals:	
Department Head: Linda Most	Date: 12/11/14
College/Division Exec. Committee: B Cook	Date: 12/11/14
Dean(s)/Director(s): B Cook	Date: 12/11/14
Graduate Exec. Comm.: (for grad program) T. J. PA	Date: 1-27-15
Graduate Dean: (for grad program) T. J. PA	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

Revised Course

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GRADUATE SCHOOL

~~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: 200	**Proposed Effective Date for Curriculum Change: (Month/Year):** 8/2015	**Degree & Program Name: (e.g., BFA, Art):** MLIS

Present Requirements: MLIS 7330: Prerequisite MLIS 7310 or consent of the Instructor	**Proposed Requirements (Underline changes after printing this form:** MLIS 7330: Prerequisite: MLIS 7300 or consent of the instructor.

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: The Prerequsite for MLIS 7330 was incorrectly determined when the course was revised. Review of the KSAs needed to be successful in MLIS 7330 indicate that MLIS 7300 will be the appropriate prerequisite. Metadata coding of bibliographic material is considered to require a different skill and knowledge set than MARC coding of bibliographic data. They are considered to be parallel areas of expertise.

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

☐ Other: The previous prerequisite of 7310 Introduction to Descriptive Cataloging is not a necessary requirement. MLIS 7330 and MLIS 7310 are parellel level courses with MLIS 7310 focused on MARC record encoding of bibliographic materials and MLIS 7330 focused on metadata encoding of bibliographic materials. MLIS 7300 provides enough background to handle the material in both courses.

Source of Data to Support Suggested Change:

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☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student, alumni, and employer surveys, SOIs.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Examination of assignments and course materials do not support the need for advanced training in MARC coding to understand and/or perform the required assignments.

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Students will be surveyed. Employer surveys and alumni surveys will be used to evaluate the effectiveness of the change long term.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assignments will be evaluated for student learning performance.

Approvals:	
Department Head: Linda Most	Date: 12/11/14
College/Division Exec. Committee: [signature]	Date: 12/11/14
Dean(s)/Director(s): [signature]	Date: 12/11/14
Graduate Exec. Comm.: (for grad program) [signature] T. [signature]	Date: 1-27-15
Graduate Dean: (for grad program) [signature] T. [signature]	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/01/14 (mm/dd/yyyy)

Department Initiating Request: Department of Library and Information Studies	**Faculty Member Requesting:** Harold E Thiele
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MLIS 7125	**Proposed New Course Title:** Genealogy for Librarians **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Genealogy for Librarians
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Yearly

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

Lecture Hours: 3	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An overview of resources on genealogy and techniques for providing library service to genealogists. The course allows students to acquire practical knowledge of genealogical materials and to explore related topics for providing library service to genealogists.

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: Librarians, especially in public libraries, are expected to assist the public in genealogical searches and data gathering.

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

☒ Other: Course has been offered as a special topic under MLIS 799X since Summer 2011. Syllabus is attached. The student response has been highly favorable, and employer stakeholders have welcomed graduates with the genealogical training.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student, employer, and alumni surveys have been highly favorable towards the course.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student demand for the course has continued to be high from year to year.

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. Will continue to monitor the SOIs and student, employer, and alumni surveys

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student performance on assignments, continuing alignment of course content with professional standards.

☐ Other:

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

Approvals:	
Dept. Head: Linda Most	Date: 12/11/14
College/Division Exec. Comm.:	Date: 12/11/14
Dean/Director:	Date: 12/11/14
Graduate Exec. Comm.: (for graduate course): T. Apla	Date: 1-27-15
Graduate Dean: (for graduate course): T. Apla	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7995 Special Topics – Genealogy for Librarians
Syllabus—Maymester 2014
Three Credit Hours

Instructor:
Myron McGhee, MLIS, MDiv
Pitts Theology Library, Emory University
Atlanta, GA 30322
Office Hours: Online by appointment

Phone: 404.727.2652
FAX: 404.727.1219
email: libmbm@emory.edu

Course Title: Genealogy for Librarians

Description:
An overview of resources on genealogy and techniques for providing library service to genealogists. The course allows students to acquire practical knowledge of genealogical materials and to explore related topics for providing library service to genealogists.

Learning Outcomes:

Students will:

- Describe the goals of genealogical research
- Describe the characteristics, needs and values of genealogists
- Describe standard techniques and tools used in genealogical research
- Conduct an effective genealogy reference interview
- Access key genealogical resources in a variety of formats
- Discuss issues related to service levels and external resources

Required Textbook:

Gates, Henry L. *African American Lives*. Alexandria, VA: PBS Video, 2006.

Simpson, Jack. Basics of Genealogy Reference: A Librarian's Guide. Westport, Conn: Libraries Unlimited, 2008. PDF version is available online at:
http://www.scribd.com/Basics-of-genealogy-reference-a-librarian%E2%80%99s-guide/d/29545507).

Recommended Supplemental Textbooks:

Croom, Emily Anne. Unpuzzling Your Past: The Best-Selling Basic Guide to Genealogy, 4th ed. Betterway Books, 2001.

Gates Jr., Henry Louis. In Search of Our Roots: How 19 Extraordinary African Americans Reclaimed Their Past. Crown, 2009.

Moore, Dahrl Elizabeth. Librarian's Genealogy Notebook A Guide to Resources. Chicago: American Library Association, 1998.

Swan, James. Librarian's Guide to Genealogical Services and Research. Neal-Schuman Publishers, 2004.

Please comply with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at: http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

ALA-RUSA Information:

- Guidelines for a Unit or Course of Instruction in Genealogical Research at Schools of Library and Information Science
  http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesunit.cfm
- Guidelines for Developing Beginning Genealogical Collections and Services
  http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesdeveloping.cfm
- Guidelines for Establishing Local History Collections
  http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesestablishing.cfm

Ethics, Conduct, Standards, Guidelines:

- Association of Professional Genealogists
  http://www.apgen.org/articles/ready.html
- Board of Certification for Genealogist Code of Ethics and Conduct
  http://www.bcgcertification.org/aboutbcg/code.html
- National Genealogical Society's Genealogical Standards and Guidelines
  http://www.ngsgenealogy.org/cs/ngs_standards_and_guidelines

Attendance:

This is a web-based course with no face-to-face meetings required.

Requirements:

E-Knowledge Checks/Reflections on Weekly Readings posted to Discussion Board	20 points
Discussion Board Dialogue	20 points
Media Observation	15 points
Personal Research Part 1	15 points
Personal Research Part 2	15 points
Site Visitation	15 points

Grading Scale:

There are 100 points possible in the course. Grades will be assigned as follows:

100-91 points = A; 90-81 points = B; 80-71 points = C; 70-61 points = D; 60 and below = F

Late assignments will be given an automatic 10 point reduction.

Students are responsible for utilizing the database access through Odem Library to locate all assigned readings which have not been placed on electronic reserve. Readings from Croom, Moore, and Swan will be placed on electronic reserve.

Topics for E-knowledge checks and discussion board postings will be provided at a later date.

Weekly Topics and Related Readings:

Week 1: First Steps **May 15 to May 18**

Croom, Chapter 1In the Beginning – p. 3-9 **(E-reserve)**

Croom, Chapter 2 Charting Your Course – 10-22 **(E-reserve)**

Moore, Section 1. Brief Introduction to Genealogy & Family History- p.1-6 **(E-reserve)**

Moore, Section 3. Checklist of Genealogical Sources & Abbreviations Used in Genealogy -p.15-18 **(E-reserve)**

Simpson, Chapter 1: First Steps in Genealogy Research – p.1-6
Getting Organized; Talking to Family Members

Simpson, Chapter 9: Using the Internet – p.101-114
Free Sources on the Internet; Web 2.0 and Genealogy; Subscription Sites

Swan, Chapter 1 Starting Research – p. 3-12 **(E-reserve)**

Swan, Chapter 8 Start an Organized Search – p.147-172 **(E-reserve)**

Online Articles

Dunford, Fraser "Caught in the Net." *Beaver* 89.1 (2009): 50-51.

Duff Wendy M. and Catherine A. Johnson. "Where is the List with All the Names? Information-Seeking Behavior of Genealogists." *The American Archivist* 66, 1(Spring/Summer 2003): 79-95.

Howells, Cyndi "Tracking Your Family Through Time and Technology." *American Heritage* 50.1 (1999): 88.

Kovacs, Diane K. "Family Trees on the Web." *American Libraries* 34.7 (2003): 44.

Pinker, Steven "Strangled by Roots. (Cover story)." *New Republic* 237.3 (2007): 32-35.

Snell, Mary Kay. "Genealogy for Librarians." *Texas Libraries* 52,1 (Spring 1991): 17-22. **(E-reserve)**

Top 10 Free Genealogy Websites for 2013
http://www.genealogyintime.com/articles/top%20100%20genealogy%20websites%202013%20page2.html

Top 100 Most Popular Genealogy Websites for 2012
http://www.genealogyintime.com/NewsStories/2012/Q1/top%20100%20most%20popular%20genealogy%20websites%20page3.html

50 Most Popular Genealogy Websites for 2011
http://www.progenealogists.com/top50genealogy2011.htm

Averaged rankings of 4 major website ranking companies that are genealogy exclusive
http://clarkandlewisgenealogy.com/50-most-popular-genealogy-websites.html

Assignment I: Media Observation (15 points) **Due Date: 18 May 2014 at 11:59am**

Watch the documentary, *African American Lives,* a four-hour long, multi-episodic program tracing the genealogy of several notable African American entertainers, physicians or scientists. The program is co-produced and narrated by Dr. Henry Louis Gates, the Alphonse Fletcher University Professor at Harvard University.

The VSU-MLIS program has licensed the rights from PBS granting permission for students enrolled in MLIS 7999 to stream each of the one hour episodes. The videos will be available for the duration of the course.

View each of the four episodes: (1) Listening to our Past; (2) Searching for our Names (3) the Promise of Freedom; (4) Beyond the Middle Passage. Compose a paper which addresses the following areas:

I. Describe the role of history in connection with genealogical research.

II. Identify the emerging themes or concepts throughout the guests' narratives?

III. Identify the specialties of the research experts.

IV. Identify the kinds of documents used.

V. Describe discoveries that either reinforced or introduced new information to the guests about their personal family narratives.

VI. Personal reflections or responses to the program.

Paper Structure and Formatting guidelines:

- The paper should consist of four to six pages in length.
- There is an automatic five point reduction if you exceed the specified page count.
- Use 12-point font, one-inch margins, and double spacing.
- In the upper right hand corner of each page, insert your full name and page number. Use the header feature in your word processor to make the page numbers.
- If you quote or paraphrase from sources outside yourself, use MLA citation style.
- Complete sentences, correct spelling, appropriate grammar, and correct punctuation are required for full credit.
- Submit as .doc document. If using Word 2007, save it down to Word 2003.

Week 2: Census Reports and Vital Records **May 18 to May 24**

Moore, Section 4. Census Records & Forms, 1800-1920 – p.19-21 **(E-reserve)**

Moore, Section 5. Other Genealogical Records – p.23-29 **(E-reserve)**

Simpson, Chapter 2: Census Basics – p.7-20

Simpson, Chapter 3: Advanced Census Research – p.21-28

Simpson, Chapter 4: Researching Vital Records – p.29-42
Death Records; Marriage Records; Birth Records; Locating vital Records Using Indexes; Obtaining vital Records from Repositories; Social Security Death Index (SSDI)

Online Articles

Adam, Michelle, and Helen Kelly "For Every Soul There is a Trace." *World of Hibernia* 5.1 (1999): 46.

Bidlack, Russell E. "Genealogy Today." Library Trends 32.1 (1983): 7-23.

Conniff, Richard "The Family Tree, Pruned." *Smithsonian* 38.4 (2007): 90-97.

Francis, Laurie. "The Genealogy Search Process." PNLA quarterly 68.3 (2004): 12, 22.

Lustenberger, Anita Anderson. "Using Indexes," *OnBoard* 3 (September 1997): 24. *

Mills, Elizabeth Shown. "Analyzing Deeds for Useful Clues," *OnBoard* 1 (January 1995): 8. *

Mills, Elizabeth Shown. "Analyzing Wills for Useful Clues," *OnBoard* 1 (May 1995): 16. *

Mills, Elizabeth Shown. "Censuses - Often-Overlooked Basics," *OnBoard* 4 (January 1998): 8 *

Mills, Elizabeth Shown. "Ethnicity and the Southern Genealogist: Myths and Misconceptions, Resources and Opportunities." Generations and Change: Genealogical Perspectives in Social History Eds. Robert M. Taylor and Ralph J. Crandall. Macon: Mercer 1986. p. 89-108 **(E-reserve).**

Peters, Chrissie Anderson. Genealogy for Beginners: From Both Sides of the Reference Desk". "Conference Issue: Programs from the TLA/SELA Joint Conference, Memphis, TN, April 5-7, 2006". Tennessee Libraries 52:8 (2006): http://www.tnla.org/associations/5700/files/peters562.pdf.

*The readings from *Onboard* are brief and intended as skill-building exercises.

Assignment II: Personal Research Pt. 1 (15 points) **Due Date: 25 May 2014 at 11:59am**
Students reflect upon their own histories by examining their own genealogies as a method to gain perspectives of future clientele seeking their assistance. Students will begin to use census reports and other vital records to map their own genealogy.

Based on the current knowledge of your family:

1. Complete an ahnentafel chart with you as number one (up to five generations). Contact one other relative to help fill in any basic information gaps.

2. Complete a pedigree chart with you as number one (up to five generations). Contact one other relative to help fill in any basic information gaps.

3. Reflection on the process:
    a. What did you know about your ancestors before creating these charts?
    b. What surprises did you encounter or what information was confirmed?
    c. What challenges or roadblocks did you encounter?
    d. Describe two questions that you want to pursue in the future.

Paper Structure and Formatting guidelines:

- The paper should consist of four to six pages in length.
- There is a five point reduction if you exceed the specified page count.
- Use 12-point font, one-inch margins, and double spacing.
- In the upper right hand corner of each page, insert your full name and page number. Use the header feature in your word processor to make the page numbers.
- If you quote or paraphrase from sources outside yourself, use MLA citation style.
- Complete sentences, correct spelling, appropriate grammar, and correct punctuation are required for full credit.
- Submit as .doc document. If using Word 2007, save it down to Word 2003.

Week 3: Published Resources and Information Services **May 26 to May 31**

Simpson, Chapter 5: Basic Published Resources – p.43-56
Newspapers and Obituaries; City Directories; Local Histories; Published Family Histories; Genealogical Periodicals and Periodical Source Index (PERSI)

Simpson, Chapter 6: Basic Archival Sources – p.57-68
Church Records; Cemetery Records; Military Records

Simpson, Chapter 7: Immigration Records – p.69-78
Preliminary Research; Passenger List; Naturalization Records; Immigration Research

Simpson, Chapter 8: Ethnic Records & International Research – p.79-100
Ethnic Research in the U.S.; International Research; Ethnic Challenges and Strategies; African-American and Native American Research

Online Articles

Ashton, Rick J. "A Commitment to Excellence in Genealogy: How the Public Library Became the Only Tourist Attraction in Fort Wayne, Indiana ." Library Trends 32.1 (1983): 89-96.

Amason Benedict, Shelia "Using Newspapers Effectively," *OnBoard* 9 (September 2003): 20-22.

Bidlack, Russell E. "Genealogy as It Relates to Library Service." ALA yearbook: a review of library events 1977, Volume 3 (1978): xxiv-xxx. . **(E-reserve)**

Davidsson, Robert I. "Providing Genealogy Research Services in Public Libraries: Guidelines and Ethics." Public Libraries. Chicago: May/Jun 2004. Vol. 43, Iss. 3; pg. 142, 3 pgs

Hinckley, Kathleen W. "Analyzing City Directories," *OnBoard* 2 (May 1996): 16. *

Mills, Elizabeth Shown "Analyzing and Reviewing Published Sources," *OnBoard* 3 (May 1997): 16. *

Null, David G. "Genealogy and Family History in the Academic Library." Journal of Academic Librarianship 11.1 (March 1985): 29-33.

Rubincam, Milton. "What the Genealogist Expects of an Archival Agency or Historical Society." *The American Archivist* 12, 4(October 1949): 333-338.

Shawker, Patricia O'Brien "Passport Applications: A Rich Genealogical Resource," *OnBoard* 13 (May 2007): 14-15. *

*The readings from *Onboard* are brief and intended as resources for skill-development.

Assignment III: Personal Research Pt.2 (15 points) **Due Date: 01 June 2011 at 11:59am**

Family histories emerge as we engage in genealogical research & conversation with relatives.
Select 2 stories that were revealed as you conducted research. For each story, address the following:

- Who/what is the source of the story? i.e., who did you speak with, what story did you find
- What types of records could document/support the story?
- Where would you look for these particular records?
- How did these stories facilitate your fact finding mission? How did it help you fill in gaps?
- How are these family stories linked with larger histories in the local/regional/national communities?
- What books/resources will be helpful in learning more about these larger histories?
- What are some unique/particular components related to your family research project? (e.g. African American/slavery, European immigration, Asian forced encampment, military service, religious affiliation) .

Week 4: Advanced Resources and Professional Tools **02 June to 07 June**

Moore, Section 2: Library Reference Service p. 7-14 **(E-reserve)**

Simpson, Chapter 10: Resources of the Family History Library – p.115-124

Simpson, Chapter 11: The National Archives & Other Repositories – p.125-134

Simpson, Chapter 12: The Genealogy Reference Interview – p.135-140
Approaches of Patrons to Research; Using Four Basic Steps; Common Researcher Mistakes; Difficult cases

Simpson, Chapter 13: Professional Toolkit – p.141-148

Swan, Chapter 10: Identifying Databases and Indexes – p.205-224 **(E-reserve)**

Swan, Chapter 11 Facilitating Research with Computers – p.225-252 **(E-reserve)**

Online Articles

Francis, Laurie. "The Genealogy Reference Interview." PNLA quarterly 70.1 (2004): 13-15.

Linder, Bill R. "An Overview of Genealogical Research in the National Archives." Library Trends. Summer 1983 25-38.

Mills, Elizabeth Shown. "Genealogy in the 'Information Age': History's New Frontier?" *National Genealogical Society Quarterly* 91 (December 2003): 260-278.

Redmann, Gail R. "Archivists and Genealogists: The Trend Toward Peaceful Coexistence." *Archival Issues* 18, no.2 (1993): 121-132.

Remus, William. "How to Use DNA in Your Genealogical Research" FEEFHS Journal 13: 54-59.

Skloot, Rebecca "Putting the GENE Back in Genealogy." *Popular Science* 264.1 (2004): 78.

Taylor, Robert M. and Ralph J. Crandall. "Historians and Genealogists: An Emerging Community of Interest." Generations and Change: Genealogical Perspectives in Social History. Robert M. Taylor and Ralph J. Crandall. Macon: Mercer 1986. pgs. 3-28. **(E-reserve)**

Assignment IV: Site Visitation (15 points) **Due Date: 8 June 2014, at 9am**

Visit a genealogical or history based institution of your choice which provides access to primary documents. The facility could be a library, a local history center, a LDS History Center, a national or regional archives or one of several other kinds of institutions who provides research access for genealogists. Interview one of the staff persons working in the facility. Create a Microsoft power point presentation about the institution using a minimum of 12 slides and a maximum of 15 slides excluding a title or acknowledgement page. The presentation must contain at least one slide for each of the following elements:

- the mission of the library or information center
- the patrons who regularly utilize the facility
- description of the collection
- description of the kind of services provided
- the education, experience and background of the staff member or staff members
- the relationship of the institution with other institutions or organizations
- common obstacles assisting researchers
- ethical considerations that are important in this library or information center
- advice for you and your classmates as you prepare for your careers

Technical Requirements
All assignments must be submitted using computer programs that are compatible with VSU-supported formats. For word processing documents, MS Word is preferred (2003 or 2007). If you are using a lower version of WordPerfect or some other word processing software, save your documents as Rich Text Format (rtf).

Distance Learning Support
A VSU reference librarian is responsible for coordinating library services for off-campus VSU students. That librarian's email and phone contact will be provided to you at the start of this semester. An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/revised_students.pdf.

Academic Dishonesty
"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources."

Specific regulations related to student conduct and behavior are contained in the Student Handbook, Student Code of Ethics. Please acquaint yourself with the full policy at http://coefaculty.valdosta.edu/troot/eced4300/Academic_points20Dishonesty.doc.

It is your responsibility to make sure you understand how to avoid breeches of academic integrity. It is not the responsibility of the instructor to post rules for citing, quoting, or ethical exchange of information for every assignment. If you are unsure about the parameters of an assignment, ask for clarification.

Special Needs Statement
Valdosta State University is an equal opportunity educational institution. It is not the intent of our 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 the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Student Agreement
Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.

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: 139	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: BS in Applied Mathematics

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
One of the following: ..... 3 hours MATH 4622, MATH 4630, MATH 4652, MATH 4902, PHYS 3100, PHYS 4111, PHYS 4211, PHYS 4411	One of the following: ..... 3 hours MATH 4622, MATH 4652, MATH 4902, PHYS 3100, PHYS 4111, PHYS 4211, PHYS 4411

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 MATH 4630 is not offered

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.) **MATH 4630 is not offered**

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.) **MATH 4630 is not offered.**

Approvals:	
Department Head: Doug Howell	Date: 11-21-14
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number: 142	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015
Degree and Program Name: BA in Mathematics	
Present Requirements: Select 2 from: MATH 3010, MATH 3510, MATH 4082, MATH 4300, MATH 4540 …6 hours Must include at least 9 hours of courses numbered 3000 or above.	**Proposed Requirements:** (highlight changes after printing) Select 2 from: MATH 3010, MATH 3510, MATH 4082, MATH 4110, MATH 4300, MATH 4540 …6 hours Must include at least 9 hours of courses numbered 3000 or above with at least 6 hours in a single discipline outside the 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 Correction

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.) **Data collected from advising**

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.) **During advising, the advisors inform the students.**

Approvals:	
Department Head: Greg Hansell	Date: 11-21-14
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 10/22/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Mathematics and Computer Science	Chunlei Liu

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

CS 4330 Theory of Programming Languages

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites:CS 3410 with a grade of "C" or better or consent of instructor.	Pre-requisites:CS 3410 with a grade of "C" or better.
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2015	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. Please include and/or append relevant supporting data.)

- ☐ Improving student learning outcomes:
- ☒ Adopting current best practice(s) in field: Consent of instructor is no longer needed.
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☐ Other:

Plans for assessing the effectiveness of the course: Instructor will submit a Faculty Course Assessment Report.

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 1/14/15
Dept. Head: Greg Hansell	Date: 11-21-14
Dean/Director: Connie Richards	Date: 2/14/15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 21, 2014

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Request for a Revised Course
Valdosta State University

Date of Submission: 10/22/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Mathematics and Computer Science	Chunlei Liu

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

CS 6330 Theory of Programming Languages

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites:CS 3410 with a grade of "C" or better or consent of instructor.	Pre-requisites:CS 3410 with a grade of "C" or better.
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2015	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. Please include and/or append relevant supporting data.)

- ☐ Improving student learning outcomes:
- ☒ Adopting current best practice(s) in field: Consent of instructor is no longer needed.
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☐ Other:

Plans for assessing the effectiveness of the course: Instructor will submit a Faculty Course Assessment Report.

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 1/14/15
Dept. Head: Greg Hancer	Date: 11-21-14
Dean/Director: Connie Richards	Date: 1/14/15
Graduate Exec. Comm.(if needed): T. J. PA	Date: 1-27-15
Graduate Dean (if needed): T. J. PA	Date: 1-27-15
Academic Committee:	Date:

Form last updated: November 21, 2014

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REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 11-7-2014

Department Initiating Deactivation:	**Semester & Year to be Effective:**
Mathematics and Computer Science	Fall 2015

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

CS 4140
CS 6140
CS 6335
MATH 2160
MATH 5163
MATH 5164
MATH 5165
MATH 5166
MATH 5080
MATH 6540
MATH 6625

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 These courses are not offered.

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.) These courses were not offered for the past six years.

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 1/14/15
Dept. Head: Doug Hamm	Date: 11-21-14
Dean/Director: Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad course/program) T. J. PA	Date: 1-27-15
Graduate Dean: (for grad course/program) T. J. PA	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/15/2014 (mm/dd/yyyy)

Department Initiating Request: Physics Astronomy and Geosciences	**Faculty Member Requesting:** Dr. Dereth Janette Drake
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PHSC 1100H	**Proposed New Course Title:** The Universe of Energy **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) The Universe of Energy
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Once every years

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MATH 1111 or equivalent, or consent of the instructor. A survey of the physical sciences focused upon the theme of energy. The concept of energy as a physical quantity is developed, and implications of the Law of Conservation of Energy are explored. Issues related to the utilization of energy in an industrial society are discussed, and examples of geological, meteorological, astrophysical, and chemical processes which involve energy are presented. This is an enhanced course offered as an Honors section.

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: Offered as an enhanced Honors section

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.) Currently there are no honors courses in the area D of the core. This course will fill that need for any honors student who needs a three credit non-lab science course.

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. Honors exit survey

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

☐ Other:

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

Approvals:	
Dept. Head: Edward E Chatelain	Date: 10/15/14
College/Division Exec. Comm.: Connie Richards	Date: 1/14/15
Dean/Director: Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

PHSC 1100H: The Universe of Energy
Valdosta State University

Fall 2015
Dr. D. J. Drake

Course Syllabus

Lecturer: Dr. D. J. Drake
Email: djdrake@valdosta.edu
Office: Nevins Hall 2210
Office hours: Monday and Wednesday 1:00 AM – 1:02 AM

Textbook: *Energy; Its Use and the Environment*, by Hinrichs and Kleinbach

Prerequisite: MATH 1111 or equivalent, or consent of the instructor.

Hours of Credit: 3

Course Schedule: Day, Time, Location
Lectures will be devoted to discussing and clarifying text material, to working illustrative problems, and to demonstrating physical principles and their applications. Your experience will be most rewarding if you read the sections to be covered (see Course Outline) before coming to lecture. You may not understand all the material, but a prior reading will help you focus your attention on the portion of the lecture that covers it. As soon after lecture as possible, study the text and the notes you took in class. Remember you are required to know not only what is covered in the lectures, but also what is covered in the text book. You must bring a scientific calculator to all class and lab sections. *Please note that a cell phone cannot be used in place of a calculator at any time in the course, this includes, but is not limited to, tests, and exams*.

Course Description: A survey of the physical sciences focused upon the theme of energy. The concept of energy as a physical quantity is developed, and implications of the Law of Conservation of Energy are explored. Issues related to the utilization of energy in an industrial society are discussed, and examples of geological, meteorological, astrophysical, and chemical processes which involve energy are presented. *This is an enhanced course offered as an Honors section.*

Core Curriculum Objectives:

Area D: Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.

Educational Outcomes and Assessments:

1. Outcome: Students will demonstrate knowledge of the concept of energy and the Law of Conservation of Energy.
   Assessment: All students will take test to determine their level of understanding of the concepts in physical science both at the beginning of the course and at the end.
2. Outcome: Students will apply the law of conservation of energy to real world scenarios.
   Assessment: All students will apply the law of conservation of energy to simple problems on each test during the semester by applying either the scientific method or mathematical reasoning.

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3. Outcome: Students will effectively use computers and calculators for scientific calculation and word processing.
   Assessment: Students will prepare a short paper and a poster presentation to the class on a topic from geology, meteorology, astrophysics, chemistry, or biology which shows the effect of using energy in an industrial society.

Final Course Grade: A letter grade is determined only at the end of the term. Course grades will be based on test grades, final exam grade, and assigned homework. The relative weight is the following:

Final Exam: 25%
Tests: 20% each
Homework: 15%

The course grading scale will be follows:

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

Final Exam: The final exam for this class will be held on *December 25, 2015 at 12:00pm*. The exam will be cumulative. You will be allowed a calculator (cannot be shared with another student), pencil/pen, and scrap paper. A make-up exam can be granted only if the absence is considered an excused absence as listed in the attendance policy below.

Tests: During this semester you will have three closed book tests. A brief review will be provided for each test. You will be allowed a calculator (cannot be shared with another student), pencil/pen, and scrap paper. All tests must be turned in at the end of the class period with no exceptions. Make-up tests can be granted only if the absence is considered an excused absence as listed in the attendance policy below.

Homework: Homework will be given weekly based on the material discussed in class during the previous week. This includes, but is not limited to, problem sets, reading assignments, and short videos which demonstrate specific concepts being discussed in class. Homework is due by the date and time indicated in class. No make-ups will be given for missed homework.

The final homework assignment for the semester will be to create a minimum of 5 pages paper and a poster presentation to the class on a topic from geology, meteorology, astrophysics, chemistry, or biology which shows the effect of using energy in an industrial society. The paper and poster will each count as 2 homework grades. More information about the requirements will be given during the first week of class.

Attendance Policy: The university attendance policy states, "The university expects that all students shall regularly attend all scheduled class meetings held for instruction or examination." This includes lectures, recitation, and laboratory meetings. In addition, "All students are held responsible for knowing the specific attendance requirements as prescribed by their instructor. . .

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. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.

There are **six categories** of acceptable reasons under which a student may request a make-up test or exam. Make-up tests will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original test or exam.

- **Death or serious illness in the immediate family**. The immediate family includes spouse, children, parent, siblings, grandparents and uncles/aunts. Verification may be required.
- **Serious illness or injury of the student**. A physician/health care professional must be consulted about the injury or illness, and home-rest or hospitalization that would prevent your attendance, must be prescribed. ***Required Verification:*** A letter from the student's physician is required, noting the duration of the time that the student was directed to rest at home.
- **Court ordered appearances or a call to jury duty**. ***Required Verification:*** A copy of the official notification.
- **Military duty and deployments**. ***Required Verification:*** A duty bill, note from the commanding officer or a copy of the deployment orders is required.
- **Religious prohibitions**. Verification may be required.
- **Collegiate Athlete**. Verification required.

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

Disruptive Behavior Policy: Disruptive students may be removed from the class. Disruptive behavior includes but is not limited to: offensive language and behavior, incessant talking, interrupting class with personal or non academic concerns, distracting students from the task at hand, drawing on desk tops, taking frequent unscheduled breaks, annoying other students, tardiness, leaving early, using cell phones, or pagers in class, etc. All cell phones, pagers, and beepers must be turned off or set on vibrate during class time. If you realize that you have an incoming call that you must attend to, leave the room quietly to do so. Do not attend to it in class. Students are responsible for being aware of the policies, procedures and student responsibilities contained within the current edition of the Valdosta State University Catalog and Student Handbook.

Classroom Emergency Procedure: In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to a secure location within the building. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you have a disability that may require assistance during an evacuation, please let your faculty know at the end of the first class.

Disability Services Policy: Reasonable accommodations will be made for students with disabilities provided those students have registered with the Access Office for Students with Disabilities in Faber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP), and 229-219-1348 (TTY). Present your instructor with the documentation.

Academic Misconduct and Dishonesty Policy: Students are expected to abide by the VSU student code of conduct. Violation of academic honesty includes, but is not limited to, the following actions:

1. Cheating on an examination or quiz – either giving or receiving information
2. Copying information from another person for graded assignments
3. Using unauthorized materials during tests
4. Collaborating during examinations
5. Buying, selling or stealing examinations
6. Arranging a substitute for oneself during an examination
7. Substituting for another person, or arranging such a substitution
8. Plagiarism – the intentional or accidental presentation of another's words or ideas as your own
9. Submission of work other than your own for written assignments.
10. Incorporating the words or ideas of an author into one's paper without giving the author due credit
11. Collaboration with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor

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Request for a Revised Course
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Biology	Bradley J. Bergstrom

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

BIOL 6020 Topics in Conservation Biology

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: BIOL 6020	Course Prefix and Number: BIOL 6020
Credit Hours: 2-4	Credit Hours: 2-4
Course Title: Topics in Conservation Biology	Course Title: Topics in Conservation Biology
Pre-requisites: <none stated>	Pre-requisites: Admission into the graduate program or permission of the instructor.
Course Description: Conservation issues and practices involving various taxonomic groups, habitats or ecosystems. Topics covered may include specific taxa, habitats or ecosystems negatively impacted by anthropogenic and environmental processes, as well as conservation practices and legislation designed to protect them. Course may be offered with or without a laboratory component.	Course Description: Theory, practice, and/or societal/legal/political issues relating to the conservation of various taxonomic groups, habitats and ecosystems, especially those impacted by anthropogenic or other environmental processes. Course may be offered with or without a laboratory component.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2015	1-2 semesters per year

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

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

☒ Improving student learning outcomes: Biology outcomes 1-5, variable with topic

☐ Adopting current best practice(s) in field:

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

☒ Other: 1) course description for senior undergraduate course (BIOL 4020) is being changed concurrently; 2) stated prerequisite was inadvertently omitted from Graduate Catalog.

Plans for assessing the effectiveness of the course: SOIs, Departmental Peer Review

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 12/10/14
Dept. Head: Robert Gamon	Date: 11-11-14
Dean/Director: Connie Richards	Date: 12/10/14
Graduate Exec. Comm.(if needed): T. J. Pla	Date: 1-27-15
Graduate Dean (if needed): T. J. Pla	Date: 1-27-15
Academic Committee:	Date:

Form last updated: November 11, 2014

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GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/08/2014 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Timothy J. Fort
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 6250	**Proposed New Course Title:** Human Anatomy **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Human Anatomy
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every 2 years

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

Lecture Hours: 3	**Lab Hours:** 3	**Credit Hours:** 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission into the graduate program or permission of Instructor. Study of the structure of the human body, from cells to organ systems. Major human organ systems such as the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive will be surveyed with emphasis on form-function relationships.

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: VSU does not currently offer an upper division course in Human Anatomy. A course in Human Anatomy is often mentioned as missing from the biology curriculum in senior exit questionnaires. This course would be of benefit to students planning on pursuing a career in a health-related field after graduation.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head:	Date: 12-4-14
College/Division Exec. Comm.: Connie Richards	Date: 12/10/14
Dean/Director: Connie Richards	Date: 12/10/14
Graduate Exec. Comm.: (for graduate course):	Date: 1-27-15
Graduate Dean: (for graduate course):	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 4250/6250
Credit Hours 3-3-4

HUMAN ANATOMY
Department of Biology

Instructor: Dr. Timothy J. Fort
Phone: (229) 249-2643
Office: BC 1100
Email: tjfort@valdosta.edu

Office Hours: Wednesday 2.00pm-4.00pm or by scheduled appointment

Lecture: **TBD**
Laboratory: **TBD**

Textbook: McKinley & O'Loughlin. Human Anatomy, 3rd Edition. McGraw-Hill. 2012

Required Software: Anatomy & Physiology Revealed 3.0: An Interactive Cadaver Dissection Experience. McGraw-Hill, 2011.

Course Description: Study of the structure of the human body from cells to organ systems. Major human organ systems such as the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive will be surveyed with emphasis on form-function relationships.

Prerequisites BIOL 4250: BIOL 1107, BIOL 1108, and BIOL 3200 or permission of instructor.
Prerequisites BIOL 6250: Admission into the graduate program or permission of instructor.

Course Objectives: By the end of this course, students will be expected to:
(1) Demonstrate an understanding of the cellular and tissue levels of organization within the human body.
(2) Demonstrate an understanding of the anatomy of selected organ systems and relate the functioning of the organ systems to the overall functioning of the human body.
(3) Demonstrate competency in factual content / interpretation of the major areas of human anatomy.

These objectives support in part the Department of Biology Educational Outcome #3 and the Valdosta State University General Educational Outcomes #'s 4, 5, 7.

Attendance: Attendance at lectures is expected of all students, but is not required. Attendance at laboratory classes is mandatory. Any student missing 2 scheduled laboratory classes without an acceptable documented reason (determined by the instructor) will receive a failing grade for the course. Student attendance of classes will be recorded.

Conduct: Students are expected to arrive on time and behave with respect in both lectures and laboratories. Students should not talk during lectures, but if you do not understand or do not hear something please ask for clarification. Use of cell phones during lectures and laboratories is not permitted. Cell phones must be turned off during lectures and laboratories. If your cell phone activates during lecture or lab you will be asked to leave. If your cell phone activates during lab, you will be asked to leave and it will count as an unexcused absence. If your cell phone activates during a lecture or lab exam you will be asked to leave and receive 0% for that exam.

Cheating / Plagiarism: Please refer to the Student Code of Ethics in the Valdosta State University Student Handbook. Any student caught cheating will be penalized, ranging from receiving a zero for that assignment or test to failure and expulsion from the course. Please refer to the Valdosta State University, Department of Biology Plagiarism Policy. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to turnitin, a tool within BlazeVIEW.

Students with Documented Disabilities: 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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Privacy Act: Due to the Buckley Amendment, or Privacy Act, an individual's personal information cannot be released to anyone but that individual. As such, grades will not be discussed over the phone, by email, or released to a friend or relative.

BIOL 4250 Assessment:

Lecture: 3 Exams @100 points each	*: 300*	*points*
Cumulative Final	*: 200*	*points*
4 Lab Exams @75 points each	*: 300*	*points*
4 PowerPoint Guides @25 points each*	*: 100*	*points*
	TOTAL: 900	***points***

BIOL 6250 Assessment

Lecture: 3 Exams @100 points each	*: 300*	*points*
Cumulative Final	*: 200*	*points*
4 Lab Exams @75 points each	*: 300*	*points*
4 PowerPoint Guides @25 points each*	*: 100*	*points*
Research paper	*: 75*	*points*
Oral presentation	*: 25*	*points*
	TOTAL: 1000	***points***

-* ***PowerPoint Guides***: Using the required software and a provided list of anatomical structures, students will be required to generate a PowerPoint study guide for each lab exam. PowerPoint study guides are to be submitted electronically prior to each lab exam.
-Assigned work submitted late will **NOT** be graded.
- Make up examinations will only be given if an acceptable documented reason (determined by the instructor) is provided.
- There are no lab practical make ups.
- Requirements for the PowerPoint Guides, Paper and Oral Presentation will be explained during the semester.
- Lecture Exams: Question styles will vary depending on the topics being examined and may include (but are not limited to) multiple choice, fill-in-the-blank, diagrams, short answer, and essays.

Tentative Laboratory Schedule

Week	TOPIC
1	Tissues
2	Axial Skeleton
3	Appendicular Skeleton
4	**Lab Exam #1**
5	Appendicular and Axial Musculature
6	Brain and Eye (sheep & cow)
7	**Lab Exam #2**
8	Heart and Lungs (sheep)
9	Vasculature (fetal pig)
10	Vasculature
11	**Lab Exam #3**
12	Respiratory System
13	Digestive System
14	Urinary and Reproductive System and Kidney
15	**Lab Exam #4**

Tentative Lecture Schedule

Week	TOPIC	Chapter
1	Introduction and Terminology	**1**
1	Tissues	**4**
2	Tissues and Integumentary System	**4, 5**
2	Integumentary System	**5**
3	Bone	**6**
3	Bone	**6**
4	Axial and Appendicular Skeleton	**7, 8**
4	Axial and Appendicular Skeleton	**7, 8**
5	Articulations	**9**
5	**EXAMINATION #1**	
6	Articulations	**9**
6	Muscle	**10**
7	Axial and Appendicular Musculature	**11, 12**
7	Axial and Appendicular Musculature	**11, 12**
8	Nervous Tissue	**14**
8	Brain and Cranial Nerves	**15**
9	Spinal Cord and Spinal Nerves	**16**
9	Autonomic Nervous System and Sense Organs	**18, 19**
10	Sense Organs and Endocrine System	**19, 20**
10	**EXAMINATION #2**	
11	Endocrine System	**20**
11	Circulatory System: Blood	**21**
12	Circulatory System: Heart	**22**
12	Circulatory System: Vessels	**23**
13	Respiratory System	**25**
13	Respiratory System and Digestive System	**25, 26**
14	Digestive System	**26**
14	Urinary and Reproductive Systems	**27, 28**
15	Urinary and Reproductive Systems	**27, 28**
15	**EXAMINATION #3**	
17	**FINAL EXAM**	

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 4/21/2014 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Matthew N. Waters
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 6730	**Proposed New Course Title:** Climate Change Biology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Climate Change Biology
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** /Every 2 years

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission into the graduate program or permission of the instructor. An overview of climate mechanisms and the responses of past and present biological organisms to climate change.

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: This course will allow the student to help meet several of the Biology Department's Graduate Outcomes including, #1 (To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology, and evolution and ecology.) and #2 (To demonstrate the ability to identify significant biological research questions, develop research protocols, and properly analyze research questions through the use of the scientific method.).

☒ Adopting current best practice(s) in field: The students will learn the basics of climate change, how biological organisms are used to study climate change, and how climate change affects modern biological organisms.

☐ 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. I have informally surveyed Biology graduate students and there was interest in this course.

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be used to determine the general effectiveness of the class.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and oral and written assignments will be used to guage if the learning objectives were met.

☐ Other:

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

Approvals:	
Dept. Head: Robert Gamon	Date: 11-11-14
College/Division Exec. Comm.: Connie Richards	Date: 12/10/14
Dean/Director: Connie Richards	Date: 12/10/14
Graduate Exec. Comm.: (for graduate course): T. Lott	Date: 1-27-15
Graduate Dean: (for graduate course): T. Lott	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 6730 Climate Change Biology
SECTION A
Spring 2015
DEPT. OF BIOLOGY;
COLLEGE OF ARTS & SCIENCES;
VALDOSTA STATE UNIV.
CREDIT HOURS: 3

INSTRUCTOR: Dr. Matthew Waters
OFFICE: BSC 1106
OFFICE HOURS – MTWR 12-1
PHONE – 333-5760 (229-328-6007)
EMAIL: mwaters@valdosta.edu
LECTURE HOURS: MW 2-3:15 PM, Bailey XXXXX

REQUIRED TEXT: Climate Change Biology by Lee Hannah, Academic Press
ISBN: 0123741820

COURSE DESCRIPTION: An overview of climate change, how biological organisms are used to study past climate change, and how climate change affects biological organisms in recent time periods. Prerequisites: Admission into the Graduate School

COURSE OBJECTIVES/EDUCATIONAL OUTCOMES:

This course will allow the student to help meet several of the Biology Department's Graduate Outcomes including, #1 (To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology, and evolution and ecology.) and #2 (To demonstrate the ability to identify significant biological research questions, develop research protocols, and properly analyze research questions through the use of the scientific method.).

COURSE POLICIES
You are expected to attend all lectures. If a lecture is missed, **you** are responsible for obtaining any notes and handouts given that day. Reading of the appropriate lecture chapters and any lab materials should be completed **prior** to coming to class.
Assigned text material may be on the lecture exams; I will inform you during lecture as to the specific topics, tables, figures, and/or text pages for which you will be responsible.

Midterm: **XXXXXX** is the last day to drop the class with a passing grade (W) regardless of your point total. You cannot drop the class after midterm unless there are extenuating circumstances that must be acceptable to the Professor, Biology Department Head, Dean of Arts and Sciences, and the Vice President for Academic Affairs.

TENTATIVE LECTURE SCHEDULE:

TOPIC	Text Chapters
Climate Primer (2-3 weeks)	
Green house planet Black body radiation, green house gases	1
Chemistry of Climate Change Isotopes, green house gas production, Ozone, atmospheric layering	1
Natural Drivers and Major Features of Climate ENSO, Air cells, ocean currents, North Atlantic Deep Water Formation	2
Rising CO_2 and the Global Carbon Cycle CO_2 producers, CO_2 measurements, deforestation	2
Impacts of Climate Change (7-8 weeks)	
Species Range Shifts	3
Biological Timing and Climate Change	4
Ecosystem Change- Polar, Temperate, Tropical, Aquatic	5
Current Topics	
Paleoclimate and Biology (3-4 weeks)	
Paleoclimate Change DO-Events, Younger Dryas, Little Ice Age Medieval Warm Period	
Past Terrestrial Responses Tree Ring Studies, Vegetation Changes, Species/Biodiversity Changes	6
Past Marine Responses Forams, Diatoms, IRD	7
Past Freshwater Changes Paleolimnology, Mayan Collapse, Lake Agassiz, ostracods	8
Past Extinctions KT, Permian	9
Other Topics	
Climate Impacts on Human Civilizations	
Conservation Strategies	13
Connectivity and Landscape Management	14

In addition to these chapters we will also be reading several journal articles (10-15) supporting each topic as well as new directions in the field.

Final grades are determined as a percentage of total points possible (500):

450 and above (90-100%) =A
400-450 (80-89%) =B
350-399 (70-79%) =C
300-349 (60-69%) =D
299 and below (below 60%) =F

Extra Credit: I DO NOT give extra credit. Please do not ask!

GRADING POLICIES/ASSESSMENT
Lecture:

A. Three (3) lecture exams will be given during the semester, including the final exam. The final exam will **not** be strictly comprehensive (as noted earlier). Each exam is worth 100 points **Make-up exams are not an automatic right**; you must notify me within **24** hours of the missed exam, and provide a **valid reason**, or you will forfeit your opportunity for a make-up. The professor is the final judge of what is an acceptable excuse. You can only make up **one** exam.

B. We will read multiple articles from the current literature. I will provide a sheet used to assess the students reading of the papers. These sheets must be turned in at the beginning of the class that the article is discussed and will not be accepted during or after class.

C. Students will be assessed on responses to reflection questions and journal entries maintained throughout the semester in a blog format. Also, class participation is measured on the student's participation in discussions and small groups question times.

D. Graduate students will submit a written mini-grant proposal to conduct similar research as we have studied in the class. Effort will be made to include the graduate student's chosen field of research if possible. Papers should not exceed 10-pages. Instead of a paper, graduate students can give a 30 minute seminar outlining 3 key papers and their mini-grant proposal. Presentations will be powerpoint and include an explanation of the biological-climate relationships from the papers, how these mechanisms aided in forming the research question, and the methods that will be used to answer the research question. Decision to do a paper or presentation needs to be made by Midterm.

Grades:	3 Tests (100 points)	300
	Journal reflection papers	50
	Blog/Journal	30
	Class Participation	20
	Proposal	100
Grade Total		500

LECTURE EXAMS:

Lecture exams will be essay, short answer, and vocabulary definitions. Exams are not strictly comprehensive, although you will need to know the previous material to answer some questions on the future exam(s). Later topics and concepts build on previously discussed material; thus, the course is much like a story that builds on previous chapters.

Excessive cell phone usage or computer usage not used for the class will be considered a lack of participation in the class. In addiction, failure to attend class without a valid excuse is also considered poor participation. Anyone accessing these electronic devices DURING AN EXAM will be given a zero for that exam grade. The student may be subject to further discipline, up to and including, permanent dismissal and failure of the class.

Cheating: Cheating is not permitted. Any student caught cheating on a lecture or lab exam will receive a failing grade **(F)** for the course, and will be reported to the Dean of Student Affairs. Cheating includes, but is not limited to: possessing written information on paper, body parts, clothes, etc. pertaining to the exam; accessing cell phones, pagers, or other electronic communication devices; unauthorized entry to the lab after a practical has been set up; as well as other means not specifically listed above.

Family Educational Rights and Privacy Act of 1974 (FERPA; also known as the Buckley Amendment): ***By law***, it is not legal to release personal information about an individual to others. This means that grades, averages, test scores, and other information can only be released to that individual; thus, **exam scores, point totals, or final grades will not be issued in any unsecure manner, such as being posted, given verbally via telephone, or emailed. This is to ensure your privacy.**

Students with Disabilities: Students requiring special classroom accommodations or modifications because of **documented** disabilities should discuss these needs with the professor at the beginning of the semester. Disabled students not registered with the Access Office for Students with Disabilities should contact the program officer. Phone numbers are listed in the Campus Directory.

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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: Page 177 of the 2014-2015 Course Catlogue	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Bachelor of Arts Criminal Justice Program

Present Requirements: SELECTED EDUCATIONAL OUTCOMES	**Proposed Requirements:** (highlight changes after printing) SELECTED EDUCATIONAL OUTCOMES
The major program in Criminal Justice seeks to prepare students for entry level positions in the criminal justice system at all levels of the system, as well as for related positions in the private sector. Educational outcomes will include the following: 1. To develop in students an understanding and appreciation of the structure and function of the criminal justice system as it applies to adults and juveniles; federal, state, and local criminal laws and procedures; and the relationship of these to the Constitution of the United States. 2. To understand the criminal justice systems of other countries in the world. 3. To apply scientific research techniques and related statistical techniques in the study of crime. 4. To develop an understanding of various theories in criminology, their strengths and weaknesses, and their role in gaining an understanding of crime.	The major program in Criminal Justice seeks to prepare students for entry level positions in the criminal justice system at all levels of the system, as well as for related positions in the private sector. Educational outcomes will include the following: 1. To develop in students an understanding and appreciation of the structure and function of the criminal justice system as it applies to adults and juveniles; federal, state, and local criminal laws and procedures; and the relationship of these to the Constitution of the United States. 2. To identify and commuicate knoweledge of criminal justice systems of other countries in the world through seleted courses and/or study abroad/away experiences. 3. To apply scientific research techniques and related statistical techniques in the study of crime. 4. To develop an understanding of various theories in criminology, their strengths and weaknesses, and their role in gaining an understanding of crime.

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 Revision of the outcome to designate behaviors that are observable. The rewording focuses on what studetns will know and are able to do.

☐ 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. **Feedback from the Univesity Assessment Committee**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Current wording of learning outcomes in the Univesrity catalog.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student feedback will continue to be soliticted formally and informally.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student performance in related related CRJU courses (e.g., CRJU 4010) and courses associated with study away experienes will be evaluated. Students responses on the survey given in CRJU 4800 will also be evaluated.**

Approvals:	
Department Head: Darrell L. Ron	Date: 1-12-15
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: Graduate School Website http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#cj1	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Masters of Science Criminal Justice Program

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
• Criminal Justice 1. A 3.00 cumulative grade point average (GPA) is required for graduation. No grade below "C" will be credited toward the M.S. degree with a major in Criminal Justice. 2. Students must receive a grade of "B" or better in all core courses. 3. Students will be dismissed from the MSCJ program if they accumulate three or more academic deficiency points. Students who receive their first "Unsatisfactory" grade on their thesis or area paper will receive one deficiency point. Students who receive a second "Unsatisfactory" grade on their thesis or area paper will receive two additional deficiency points. A grade of "C" in any core course will not be counted toward the MSCJ degree and equals one deficiency point. A grade of "C" in any non-core course will be credited toward the MSCJ degree but also equals one deficiency point. A grade of "D" or "U" will not be credited toward the MSCJ degree and equals two deficiency points. A grade of "F" or "WF" (neither of which will be credited toward the MSCJ degree) equals three deficiency points. 4. If a student is dismissed, they may, after a minimum of three semesters, apply for readmission. Readmission is not guaranteed. The student must also retake only those courses with deficiencies until the number of deficiency points is fewer than or equal to two. The student cannot take a class more than three times or apply for readmission more than twice. 5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level graduate program. Transfer	• Criminal Justice 1. A 3.00 cumulative grade point average (GPA) is required for graduation. No grade below "C" will be credited toward the M.S. degree with a major in Criminal Justice. 2. Students must receive a grade of "B" or better in all core courses. 3. Students will be dismissed from the MSCJ program if they accumulate three or more academic deficiency points. Students who receive their first "Unsatisfactory" grade on **their thesis** will receive one deficiency point. Students who receive a second "Unsatisfactory" grade on **their thesis** will receive two additional deficiency points. A grade of "C" in any core course will not be counted toward the MSCJ degree and equals one deficiency point. A grade of "C" in any non-core course will be credited toward the MSCJ degree but also equals one deficiency point. A grade of "D" or "U" will not be credited toward the MSCJ degree and equals two deficiency points. A grade of "F" or "WF" (neither of which will be credited toward the MSCJ degree) equals three deficiency points. 4. If a student is dismissed, they may, after a minimum of three semesters, apply for readmission. Readmission is not guaranteed. The student must also retake only those courses with deficiencies until the number of deficiency points is fewer than or equal to two. The student cannot take a class more than three times or apply for readmission more than twice. 5. No more than 6 semester hours of academic work may be transferred from another institution into a master's-level graduate program. Transfer

credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree. 6. 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 and the Head of the Department of Sociology, Anthropology, and Criminal Justice and approval from the Dean of the Graduate School.	credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to completion of the degree. 6. 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 and the Head of the Department of Sociology, Anthropology, and Criminal Justice and approval from the Dean of the Graduate School.

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 Students are having difficulties completing the degree in a timely manner and taking courses in one track. Students are primarily pursuing a general degree. There has been very little interest in the tracks and students are able to informally create tracks based on course offerings. Usually students end-up taking courses from both tracks and need several substitutions to complete the degree in a timely manner.

Students have indicated that the area paper exam does not simulate the learning and teaching styles utilized in their courses and it does not allow them to demonstrate their mastery of criminal justice concepts. Students' performance on the area paper exam have been consistently poor even when participating in departmental interventions (e.g., writing seminars).

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' advising file (e.g., course substitutions and completed graduation application).**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student feedback will continue to be soliticted formally and informally.**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' performance in CRJU 7998 and 7999 will be evaluted as will students' overall performance in their courses as evidenced on their checklists.**

Approvals:	
Department Head: Darrell L. Ray	Date: 1-12-15
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program) J T Y.Pl	Date: 1-27-15
Graduate Dean: (for grad program) J T Y.Pl	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

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GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Graduate School Website http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-science-in-criminal-justice-on-campus-and-online-tracks.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Masters of Science Criminal Justice Program

Present Requirements: M.S. Criminal Jusrice Admission Information-Online and On-Campus Programs	**Proposed Requirements:** (highlight changes after printing) M.S. Criminal Justice Admission Information-Online Program
Students will be dismissed from the MSCJ program if they accumulate three or more academic deficiency points. Students who receive their first "Unsatisfactory" grade on their thesis or area paper will receive one deficiency point. Students who receive a second "Unsatisfactory" grade on their thesis or area paper will receive two additional deficiency points. A grade of "C" in any core course will not be counted toward the MSCJ degree and equals one deficiency point. A grade of "C" in any non-core course will be credited toward the MSCJ degree but also equals one deficiency point. A grade of "D" or "U" will not be credited toward the MSCJ degree and equals two deficiency points. A grade of "F" or "WF" (neither of which will be credited toward the MSCJ degree) equals three deficiency points. All students in the MSCJ program must also successfully complete a comprehensive examination requirement. This requirement may be satisfied by either the successful completion of a Thesis or of an Area Paper. Students will select which of the two options to pursue. In either case, the Thesis or Area Paper will be written in accordance with established guidelines. A full description of the Area Paper is available from the departmental office. Specific requirements for the Thesis option are governed by the Graduate School.	Students will be dismissed from the MSCJ program if they accumulate three or more academic deficiency points. Students who receive their first "Unsatisfactory" grade on **their thesis** will receive one deficiency point. Students who receive a second "Unsatisfactory" grade on their thesis will receive two additional deficiency points. A grade of "C" in any **MSCJ "required core" course** will not be counted toward the MSCJ degree and equals one deficiency point. A grade of "C" in any **elective** course will be credited toward the MSCJ degree but also equals one deficiency point. A grade of "D" or "U" will not be credited toward the MSCJ degree and equals two deficiency points. A grade of "F" or "WF" (neither of which will be credited toward the MSCJ degree) equals three deficiency points. All students in the MSCJ program must also successfully complete a comprehensive examination requirement. This requirement may be satisfied by the successful completion of a **thesis**. The **thesis** will be written in accordance with established guidelines. Specific requirements for the **thesis** are governed by the Graduate School.

100

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 Students are having difficulties completing the degree in a timely manner and taking courses in one track. Students are primarily pursuing a general degree. There has been very little interest in the tracks and students are able to informally create tracks based on course offerings. Usually students end-up taking courses from both tracks and need several substitutions to complete the degree in a timely manner.

Students have indicated that the area paper exam does not simulate the learning and teaching styles utilized in their courses and it does not allow them to demonstrate their mastery of criminal justice concepts. Students' performance on the area paper exam have been consistently poor even when participating in departmental interventions (e.g., writing seminars).

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Informal student feedback.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' advising file (e.g., course substitutions and completed graduation application).**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student feedback will continue to be soliticted formally and informally.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' performance in CRJU 7998 and 7999 will be evaluted as will students' overall performance in their courses as evidenced on their checklists.**

Approvals:	
Department Head: Darrell L. Ponn	Date: 1-12-15
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program) T. L. Pla	Date: 1-27-15
Graduate Dean: (for grad program) T. L. Pla	Date: 1-27-15
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: Page 42 of the 2014-2015 Course Catlogue	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Master of Science Criminal Justice Program

Present Requirements: SELECTED EDUCATIONAL OUTCOMES Students completing requirements for the Master of Science degree with a major in criminal justice should demonstrate a mastery of the following: 1. an understanding of major criminological theories, their strengths and weaknesses, their role in explaining crime and delinquency, and their role in informing public policy; 2. a familiarity with the structure and function of systems of criminal justice in the United States and in other countries; 3. the use and application of scientific research methods to the study of crime as well as to solving crimes; 4. the integration of criminal justice theory and research findings with criminal justice practice; 5.an understanding of the development of contemporary criminal justice issues in modern societies and how such issues may be informed by systematic research and analysis.	**Proposed Requirements:** (highlight changes after printing) SELECTED EDUCATIONAL OUTCOMES Students completing requirements for the Master of Science degree with a major in criminal justice should demonstrate a mastery of the following: 1. Identify and describe major criminological theories, their strengths and weaknesses, their role in explaining crime and delinquency, and their role in informing public policy; 2. Recognize and apply the structural principles and functions of systems of criminal justice in the United States and in other countries to the development and assessment of criminal justice research, practices, and polices; 3. Use and apply scientific research methods to the study of crime as well as to solving crimes; 4. Integrate criminal justice theory and research findings with criminal justice practice; 5. Describe the development of contemporary criminal justice issues in modern societies and how assessing and responding to such issues may be informed by systematic research and analysis.

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 Revision of the outcome to designate behaviors that are observable. The rewording focuses on what studetns will know and are able to do.

☐ 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. **Feedback from the**

Univesity Assessment Committee

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Current wording of learning outcomes in the Univesrity catalog.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student feedback will continue to be soliticted formally and informally.**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' performance in required MSCJ "core courses," in courses associated with study away experienes (e.g., CRJU 7010), and on IEP assessments (e.g., mastery and understanding survey) will be evaluated.**

Approvals:	
Department Head: Darrell L. Ross	Date: 1/12/15
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program) T. J. Pa	Date: 1-27-15
Graduate Dean: (for grad program) T. J. Pa	Date: 1-27-15
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: Graduate School Website http://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php#cj	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Masters of Science Criminal Justice Program

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
• Criminal Justice 1. Students must complete an application for graduation one semester prior to their expected graduation date. 2. Students must receive a grade of "B" or better in all core courses. 3. Students must have a 3.0 cumulative institutional grade point average (GPA). No grade below a "C" will be credited toward the degree. 4. MSCJ students are required to satisfactorily complete the core requirements and electives as outlined in the degree plan. 5. All students in the MSCJ program must also successfully complete a comprehensive examination requirement. This requirement may be satisfied by either the successful completion of a Thesis or of an Area Paper. Students will select which of the two options to pursue. In either case, the Thesis or Area Paper will be written in accordance with established guidelines. A full description of the Area Paper is available from the departmental office. Specific requirements for the Thesis option are governed by the Graduate School.	• Criminal Justice 1. Students must complete an application for graduation one semester prior to their expected graduation date. 2. Students must receive a grade of "B" or better in all core courses. 3. Students must have a 3.0 cumulative institutional grade point average (GPA). No grade below a "C" will be credited toward the degree. 4. MSCJ students are required to satisfactorily complete the core requirements and electives as outlined in the degree plan. 5. All students in the MSCJ program must also successfully complete a comprehensive examination requirement. This requirement is satisfied by the successful completion **of a thesis**. **The thesis** will be written in accordance with established guidelines. Specific requirements for **the thesis** option are governed by the Graduate School.

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 Students are having difficulties completing the degree in a timely manner and taking courses in one track. Students are primarily pursuing a general degree. There has been very little interest in the tracks and students are able to informally create tracks based on course offerings. Usually students end-up taking courses from both tracks and need several substitutions to

complete the degree in a timely manner.

Students have indicated that the area paper exam does not simulate the learning and teaching styles utilized in their courses and it does not allow them to demonstrate their mastery of criminal justice concepts. Students' performance on the area paper exam have been consistently poor even when participating in departmental interventions (e.g., writing seminars).

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Informal student feedback.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' advising file (e.g., course substitutions and completed graduation application).**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student feedback will continue to be soliticted formally and informally.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Students' performance in CRJU 7998 and 7999 will be evaluted as will students' overall performance in their courses as evidenced on their checklists.**

Approvals:	
Department Head: Darrell L. Ray	Date: 1-12-15
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program) T. J. Pl	Date: 1-27-15
Graduate Dean: (for grad program) T. J. Pl	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED
JAN 14 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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: 43 of the 2014-2015 Course Catalogue	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2015	**Degree & Program Name: (e.g., BFA, Art):** MS CJ

Present Requirements: Required Core: 18-21-hours --CRJU 7000, CRJU 7370..6 hours; CRJU 7411, 7412....6 hours; CRJU 7600 and CRJU 7990 or CRJU 7999..... 6 hours

Criminal Justice Track: 15-18 hours

Applied Criminal Justice Track: any combination of the following courses: CRJU 7100 (3 hrs.), CRJU 7620 (3 hours), CRJU 7510 (3 hours), CRJU 7630 (3 hours), CRJU 7700 (3 to 6 hours), CRJU 7710 (3 hours), CRJU 7900 (1 to 6 hours), CRJU 7910 (3 to 6 hours), or guided electives selected with the approval of the advisor (up to 6 hours)

or Research and Theory Track:

Any combination of the following courses: CRJU 7010 (3 hours), CRJU 7300 (3 hours), CRJU 7350 (3 hours), CRJU 7413 (3 hours), CRJU 7500 (3 hours), CRJU 7610 (3 credits), CRJU 7700 (3 to 6 hours), CRJU 7900 (1 to 6 hours), CRJU 7900 (1 to 6 hours), or guided electives selected with the approval of the advisor (up to 6 hours).

Total required for the degree....36 semester hours

Proposed Requirements (Underline changes after printing this form:

Required Core.....21 hours

CRJU 7000, CRJU 7370....6 hours

CRJU 7411, CRJU 7412...6 hours

CRJU 7600, CRJU 7998, CRJU 7999.... 9 hours

Criminal Justice Electives.....15 hours

Any combination of the following courses: CRJU 7010 (3 credits), CRJU 7100 (3 credits), CRJU 7300 (3 credits), CRJU 7350 (3 credits), CRJU 7413 (3 hours), CRJU 7500 (3 hours), CRJU 7510 (3 credits), CRJU 7610 (3 hours), CRJU 7620 (3 credits), CRJU 7630 (3 credits), CRJU 7700 (3 credits), CRJU 7710 (3 hours), CRJU 7900 (1 to 6 credits), CRJU 7910 (3 to 6 hours), or guided electives selected with the approval of the advisor (up to 6 hours)

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

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: A majority of MS CJ programs nationally follow these requirements. See next page

☐ 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 student feedback.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students' advising files (e.g., course substitutions and completed graduation applications).

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Student feedback will continue to be solicited formally and informally.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students' performance in CRJU 7998 and 7999 will be evaluated as will students' overall performance in their courses as evidenced on their checklists.

Approvals:	
Department Head: Darrell L. Rorz	Date: 1-12-15
College/Division Exec. Committee: Connie Richards	Date: 1/14/15
Dean(s)/Director(s): Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad program) J. T. J. Pla	Date: 1-27-15
Graduate Dean: (for grad program) J. T. J. Pla	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

111

VALDOSTA STATE UNIVERSITY
MASTER OF SCIENCE IN CRIMINAL JUSTICE CHECKLIST
(Effective Fall 2015)

Name: _____
Address: _____
_____
Email Address: _____

VSU I.D.: _____
Phone: _____-_____-_____
Catalog Year: _____

Required Criminal Justice Core Courses-21 Hours

Course	Term	Grade	Transfer/Substitution
CRJU 7000+			
CRJU 7370+			
CRJU 7411+			
CRJU 7412+			
CRJU 7600+			
CRJU 7998+			
CRJU 7999+			

Elective Criminal Justice Courses-15 Hours

Course	Term	Grade	Transfer/Substitution
CRJU 7010			
CRJU 7100			
CRJU 7300			
CRJU 7350			
CRJU 7413			
CRJU 7500			
CRJU 7510			
CRJU 7610			
CRJU 7620			
CRJU 7630			
CRJU 7710			
CRJU 7700*			
CRJU 7700*			
CRJU 7900*			
CRJU 7900*			
Guided Elective**			
Guided Elective**			

+Must receive a grade of B or better in all core courses.
***Maximum of 6 hours of directed study, internship, and special topics in criminal justice may be taken.**
****Maximum of 6 hours of courses outside CJ may be taken with approval of the Graduate Coordinator.**

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JAN 14 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 08/12/2014 (mm/dd/yyyy)

Department Initiating Request: Criminal Justice Department	**Faculty Member Requesting:** Dr. Shani Wilfred
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CRJU 7998	**Proposed New Course Title:** Thesis I **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Thesis I
Semester/Year to be Effective: Fall/2015	**Estimated Frequency of Course Offering:** Every Semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) For students developing and writing a thesis and as recommended and approved by the student's thesis advisor. Must be taken for a total of 3 hours.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: In this course the thesis chair will be focused on assisting students in obtaining IRB approval and developing the Introduction, Literature Review, and Methodology sections of their thesis.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students' advising file (e.g., course substitutions and completed graduation application).

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student feedback will continue to be soliticted formally and informally.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students' performance in CRJU 7998 and 7999 will be evaluted as will students' overall performance in their courses as evidenced on their checklists.

☐ Other:

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

Approvals:	
Dept. Head: Darrell L. Bon	Date: 1-12-15
College/Division Exec. Comm.: Connie Richards	Date: 1/14/15
Dean/Director: Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for graduate course): T. DePa	Date: 1-27-15
Graduate Dean: (for graduate course): T. DePa	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

Per Jane Kinney's (VSU faculty credentials coordinator) email regarding the uploading of syllabi to direct measures, this standard description can be uploaded (instead of a syllabus) for supervisors of master's thesis hours.

THESIS HOURS

Thesis hours are taken, generally in the final semesters before completion of the degree, while the student develops, researches, and drafts the thesis / dissertation. Progress toward completion is evaluated by the thesis director; as long as the progress toward completion is deemed adequate by the director, the student is given a Satisfactory or In Process grade. May be repeated for credit, and the number of hours taken per semester is approved by the director.

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 08/12/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Criminal Justice	Dr. Shani Wilfred

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

CRJU Thesis 7999

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: CRJU 7999	Course Prefix and Number: CRJU 7999
Credit Hours: 6	Credit Hours: 3
Course Title: Thesis	Course Title: Thesis II
Pre-requisites:0	Pre-requisites:Thesis I
Course Description: The student must be registered for CRJU 7999 in the term in which the degree is earned. For students developing and writing a thesis and as recommended and approved by the student's thesis advisor. Must be taken for a total of 6 hours.	Course Description: The student must be registered for CJU 7999 in the term in which the degree is earned and have taken Thesis I. For students developing and writing a thesis and as recommended and approved by the student's thesis advisor. Must be taken for a total of 3 hours.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall /2014	Semesterly

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

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

☒ Improving student learning outcomes:

☒ Adopting current best practice(s) in field:

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

☒ Other: This course will be a continuation of CRJU 7998 and thus will be reduced from 6 credits to 3 credits. In this course the thesis chair will be focused on assisting students in completing their thesis by focusing on their Results, Analysis, and Discussion sections and their thesis defense.

Plans for assessing the effectiveness of the course: Student feedback will continue to be soliticted formally and informally. Students' performance in CRJU 7998 and 7999 will be evaluted as will students' overall performance in their courses as evidenced on their checklists.

Approvals:	
College/Division Exec. Comm.: Annie Richards	Date: 1/14/15
Dept. Head: Darrell L. Ross	Date: 1-12-15
Dean/Director: Lynne Richards	Date: 1/14/15
Graduate Exec. Comm.(if needed): T. J. Pl	Date: 1-27-15
Graduate Dean (if needed): T. J. Pl	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 12, 2015

RECEIVED
JAN 14 2015
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 08/12/2014

Department Initiating Deactivation:	**Semester & Year to be Effective:**
Criminal Justice	Fall 2015

List of courses (or the program or track) to be deactivated: CRJU 7990 Area Paper

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 course will no longer be needed as the area paper option is being discontinued as a comprehensive exam option for the Masters of Science in Criminal Justice degree.

Source of Data to Support Suggested Change:

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

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

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 1/14/15
Dept. Head: Darrell J. Kon	Date: 1-12-15
Dean/Director: Connie Richards	Date: 1/14/15
Graduate Exec. Comm.: (for grad course/program) J. T. J.PA	Date: 1-27-15
Graduate Dean: (for grad course/program) J. T. J.PA	Date: 1-27-15
Academic Committee:	Date:

Form last updated: January 6, 2010

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DEC 03 2014
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/22/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Eric Bradshaw

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

MUSC 5880 Marching Band

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MUSC 5880	Course Prefix and Number: MUSC 5880
Credit Hours: 1 (0-6-1)	Credit Hours: 1 (0-5-1)
Course Title: Marching Band	Course Title: Marching Band
Pre-requisites:	Pre-requisites:
Course Description: Performance at all football games and various exhibitions. Auditions are required for danceline, color guard, and majorette. This course meets fall semester only.	Course Description: Performance at all home football games and various exhibitions. Auditions are required for marching percussion, dance line, and color guard. This course meets fall semester only.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2015	Every Fall semester

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

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

- ☐ Improving student learning outcomes:
- ☐ Adopting current best practice(s) in field:
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☒ Other: Description aligns with current practice and requirements.

Plans for assessing the effectiveness of the course: SOIs, public performances at VSU football games, VSU Homecoming Parade, regional high school marching festivals, and various pep band performances.

Approvals:	
College/Division Exec. Comm.:	Date: 11/19/14
Dept. Head:	Date: 11/18/14
Dean/Director:	Date: 11/26/14
Graduate Exec. Comm.(if needed):	Date: 1-27-15
Graduate Dean (if needed):	Date: 1-27-15
Academic Committee:	Date:

Form last updated: October 6, 2014

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FEB 03 2015
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 01/06/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Joren Cain

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

MUSC 1172 Theoretical Foundations of Jazz Improvisation II

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites:Permission of the instructor.	Pre-requisites:MUSC 1171 or permission of the instructor.
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Spring 2016	Every 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. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: MUSC 1172 is the second course of a four-semester sequence. This change will make its pre-requisites consistent with those of the third and fourth courses of the sequence, MUSC 2171 and MUSC 2172.

Plans for assessing the effectiveness of the course: Review of student advising, registration, and student learning.

Approvals:	
College/Division Exec. Comm.:	Date: 2/2/15
Dept. Head:	Date: 1/31/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 29, 2015

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
and
FIRST DISTANCE LEARNING DELIVERY
(Program is New and the First Distance Learning Program)

RECEIVED
FEB 03 2015
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Institution: Valdosta State University

Approval by President or Vice President for Academic Affairs:

_____

Date: December 2014

School/Division: College of the Arts

Department: Communication Arts

Departmental Contact: Mark Borzi

Name of Proposed Program/Inscription: Emergent Media and Communication

Degree: Bachelor of Fine Arts

Major: Emergent Media and Communication

CIP Code: 09.0702

Anticipated Implementation Date:

Fall 2015

Indicate whether the program will be nominated for inclusion with the SREB Electronic Campus (Yes or No): Yes

Note: The institution will submit all approved online programs for inclusion in the Georgia On My Line (GoML) directory.

Approval by Chief Business Officer (or designee):

_____

Contact Information:

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

_____

Contact Information:

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

   Valdosta State University (hereafter VSU) will improve service to its region by providing educational opportunities at the undergraduate level, to be delivered via online education.

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

   In this regard, the EMAC major will provide VSU with a means to meet students' educational needs within the southeast region and beyond. Through online delivery, EMAC will offer those students interested in obtaining an Emergent Media and Communication degree—but perhaps otherwise unable to do so through traditional means— with a route to achieving their educational goals. While a number of USG institutions offer Communication Arts programs, VSU will be the first institution in the region to offer an emergent media degree via online delivery. In this way, creating a degree program to be offered completely online will help VSU meet the needs of non-traditional and distance learners, and support the Complete College Georgia goals.[2]

   The EMAC program will be housed within the Department of Communication Arts within VSU's College of the Arts. The proposed major will focus heavily on both the theoretical underpinnings of emerging media trends and students' ability to create media and communication content, as the program is designed to produce graduates who will excel in media-related fields. The EMAC degree will educate and train students on the creation of highly communicative, multi-media content for most major industries including creative services, multiplatform journalism and broadcasting, organizational communication, and public relations. Additionally, the EMAC major may also serve as a "feeder" program for students interested in Graduate School, specifically VSU's Master of Arts in Communication.

2. Program Description and Goals:

[1] http://www.valdosta.edu/about/facts/organization-and-mission.php
[2] http://www.usg.edu/educational_access/documents/GaHigherEducationCompletionPlan2012.pdf

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

As outlined in VSU's Strategic Plan (2013-2019), one focus of the University is to "recruit, retain, and graduate a quality, diverse student population and prepare students for roles as leaders in a global society."[3] In offering an innovative approach to studying communication, EMAC will offer increased educational opportunities to meet the demands of residents in the southeast region. The development and implementation of EMAC also aligns with VSU's second strategic goal, which is to "increase financial support for the institution." As outlined on page 16 of this proposal, the successful creation of EMAC is expected to generate additional tuition dollars for the University. EMAC will also support strategies 1.1.2, 1.1.4, and 1.2.4, as listed in VSU's strategic plan.[4]

The proposed EMAC program will support VSU's College of Arts' Strategic Plan (Goals 1 and 2),[5] as well as the Division of Academic Affairs' Strategic Plan 2013-2019 (Goal 4).[6]

On a larger scale, EMAC will also help fulfill the University System of Georgia's (USG) Complete College Georgia initiative,[7] as it will expand educational opportunities for non-traditional and distance learners. These increased opportunities will support USG's goal of increasing the percentage of young adults in Georgia with a college degree, to keep up with workforce trends in the state of Georgia. Furthermore, as noted within USG's Complete College Georgia Plan and Complete College America, the majority of U.S. students in higher education is comprised of commuter, part-time, and adult learners.[8] This is a group of students whose needs can be met through the online EMAC program.

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

The proposed EMAC program will focus on emergent media technologies, communication theories and processes, and mass media trends. The program

[3] http://www.valdosta.edu/administration/planning/documents/vsusp20132019final.pdf
[4] As stated in VSU's Strategic Plan for 2013-2019, strategy 1.1.2 is to "improve access and completion for students traditionally underserved." Strategy 1.1.4 is to "restructure instructional delivery," and strategy 1.2.4 is to "Increase applied learning opportunities in diverse learning environments (e.g., online, national, global, industrial, community)."
[5] As stated in the College of the Arts' Strategic Plan, Goal 1 is to "Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society." Goal 2 is to "increase Financial Support for the College of the Arts Programs."
[6] As stated in VSU's Division of Academic Affairs' Strategic Plan, Goal 4 is to "Redefine the Size and Scope of Academic Programs and Curricula."
[7] http://www.usg.edu/educational_access/documents/GaHigherEducationCompletionPlan2012.pdf
[8] http://completecollege.org/docs/Time_Is_the_Enemy.pdf

seeks to offer non-traditional and distance learners the opportunity to obtain an education in emergent media, replete with the knowledge and skills necessary to succeed in the media and communication industries. The program is to be delivered fully online, specifically through VSU's learning management system, Desire2Learn (D2L).

c. Goals/objectives of the Program

Mission Statement: The Emergent Media and Communication (EMAC) major is designed to prepare students to be practitioners, entrepreneurs, and innovators in the digital, interactive, and evolving world of communication through carefully selected courses that balance theory and practice, creative design, and critical thinking in an interdisciplinary learning environment.

The goals/objectives of the EMAC program are to:

1.) Equip students with the skills necessary to succeed in the media and communication industries, and with the knowledge to effectively apply those skills in a professional setting.

2.) Equip students with the skills necessary to stay abreast of the media landscape and enhance the technical skill set of students.

3.) Attract non-traditional and distance learners through this new and innovative educational program; provide them with the educational opportunities and training to succeed in academe and in the workforce.

4.) Support USG's Complete College Georgia initiative by increasing the number of young adults with a college degree, within the state of Georgia.

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

The EMAC program will be located at Valdosta State University's main campus in Valdosta, Georgia. Specifically, it will be based out of the Communication Arts Department, 1500 N. Patterson St., Valdosta, GA 31698.

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

Curriculum

Core Curriculum Area A-E (See VSU Core Curriculum[9]).....42 hours

Core Curriculum Area F.....18 hours
- COMM 1100 (*Human Communication*).....3 hours
- MDIA 2000 (*Intro to Mass Media*).....3 hours
- EMAC 2200 (*Fundamentals of Emerging Communication*).....3 hours
- EMAC 2400 (*Writing for Emerging Media*).....3 hours
- EMAC 2600 (*International Communication*).....3 hours
- EMAC 2800 (*Research in the Digital Age I*).....3 hours

Upper Division Core.....24 hours
- EMAC 3000 (*Mass Communication Theory*).....3 hours
- EMAC 3020 (*Managing Communication Processes*).....3 hours
- EMAC 3040 (*Critical Approaches to Emerging Media*).....3 hours
- EMAC 3060 (*Research in the Digital Age II*).....3 hours
- EMAC 3080 *(Visual Communication)*.....3 hours
- EMAC 4000 (*Emerging Media Ethics and Law*).....3 hours
- EMAC 4100 (*Digital Media I: Dynamic Design*).....3 hours
- EMAC 4200 (*Digital Media II: Convergent Design*).....3 hours

Guided Electives.....18 hours

Major Requirements.....15 hours
- EMAC 4220 (*Advocacy, Civic Engagement, and Emerging Media*).....3 hours
- EMAC 4240 (*Research Analytics and Performance*).....3 hours
- EMAC 4300 (*Digital Media III: Emergent Design*).....3 hours
- EMAC 4320 (*Economics of Emergent Media*).....3 hours
- EMAC 4340 (*Emerging Media for Professionals*).....3 hours

Senior Capstone.....3 hours
- EMAC 4952 (*Emergent Media Senior Capstone*).....3 hours

Total Credits Required for the Degree.....120 hours

[9] http://www.valdosta.edu/academics/academic-affairs/vp-office/vsu-core-curriculum.php

Sample Program of Study—FULL-TIME, no summers included

First Year					
Term	**CORE A-E**	**Area F**	**Upper Division & Major Requirements**	**Guided Electives**	**Semester Hours**
FALL 2015	9 hours	COMM 1100 (3 hours) MDIA 2000 (3 hours)			15
SPRING 2016	10 hours	EMAC 2200 (3 hours) EMAC 2400 (3 hours)			16
Second Year					
FALL 2016	9 hours	EMAC 2600 (3 hours) EMAC 2800 (3 hours)			15
SPRING 2017	6 hours		EMAC 3000 (3 hours) EMAC 3020 (3 hours) EMAC 3060 (3 hours)	3 hours	18

Third Year					
Term	**CORE A-E**	**Area F**	**Upper Division & Major Requirements**	**Guided Electives**	**Semester Hours**
FALL 2017	5 hours		EMAC 3040 (3 hours) EMAC 3080 (3 hours) EMAC 4000 (3 hours)	3 hours	17
SPRING 2018	3 hours		EMAC 4100 (3 hours) EMAC 4320 (3 hours) EMAC 4220 (3 hours)	3 hours	15
Fourth Year					
FALL 2018			EMAC 4240 (3 hours) EMAC 4200 (3 hours) EMAC 4340 (3 hours)	3 hours	12
SPRING 2019			EMAC 4300 (3 hours) EMAC 4952 (3 hours)	6 hours	12
					Total Credit Hours: 120

Sample Program of Study—FULL-TIME, summers included

First Year					
Term	**CORE A-E**	**Area F**	**Upper Division & Major Requirements**	**Guided Electives**	**Semester Hours**
FALL 2015	9 hours	COMM 1100 (3 hours) MDIA 2000 (3 hours)			15
SPRING 2016	10 hours	EMAC 2200 (3 hours) EMAC 2400 (3 hours)			16
SUMMER 2016	9 hours	EMAC 2600 (3 hours)			12
Second Year					
FALL 2016	6 hours	EMAC 2800 (3 hours)	EMAC 3000 (3 hours)	3 hours	15
SPRING 2017	5 hours		EMAC 3020 (3 hours) EMAC 3060 (3 hours)	3 hours	14
SUMMER 2017	3 hours		EMAC 3040 (3 hours) EMAC 3080 (3 hours)	3 hours	12

Third Year					
Term	**CORE A-E**	**Area F**	**Upper Division & Major Requirements**	**Guided Electives**	**Semester Hours**
FALL 2017			EMAC 4000 (3 hours) EMAC 4100 (3 hours) EMAC 4320 (3 hours)	6 hours	15
SPRING 2018			EMAC 4220 (3 hours) EMAC 4240 (3 hours) EMAC 4200 (3 hours)	3 hours	12
SUMMER 2018			EMAC 4340 (3 hours) EMAC 4300 (3 hours) EMAC 4952 (3 hours)		9
					Total Credit Hours: 120

Sample Program of Study—PART-TIME, summers included

First Year					
Term	**CORE A-E**	**Area F**	**Upper Division & Major Requirements**	**Guided Electives**	**Semester Hours**
FALL 2015	6 hours	COMM 1100 (3 hours)			9
SPRING 2016	4 hours	MDIA 2000 (3 hours) EMAC 2200 (3 hours)			10
SUMMER 2016	6 hours	EMAC 2400 (3 hours)			9
Second Year					
FALL 2016	4 hours	EMAC 2600 (3 hours) EMAC 2800 (3 hours)			10
SPRING 2017	8 hours		EMAC 3000 (3 hours)		11
SUMMER 2017			EMAC 3020 (3 hours) EMAC 3060 (3 hours)	3 hours	9

Third Year					
Term	**CORE A-E**	**Area F**	**Upper Division & Major Requirements**	**Guided Electives**	**Semester Hours**
FALL 2017	5 hours		EMAC 3040 (3 hours)	3 hours	11
SPRING 2018	3 hours		EMAC 3080 (3 hours)	3 hours	9
SUMMER 2018	6 hours		EMAC 4000 (3 hours)		9
Fourth Year					
FALL 2018			EMAC 4100 (3 hours) EMAC 4320 (3 hours)	3 hours	9
SPRING 2019			EMAC 4220 (3 hours) EMAC 4240 (3 hours)	3 hours	9
SUMMER 2019			EMAC 4200 (3 hours) EMAC 4340 (3 hours)	3 hours	9
Fifth Year					
FALL 2020			EMAC 4300 (3 hours) EMAC 4952 (3 hours)		6
				Total Credit Hours: 120	

3a. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.

Existing Courses:

Area F
COMM 1100 (*Human Communication*).....3 hours
MDIA 2000 (*Intro to Mass Media*).....3 hours

Newly Developed Courses:

Area F
EMAC 2200 (*Fundamentals of Emerging Communication*).....3 hours
EMAC 2400 (*Writing for Emerging Media*).....3 hours
EMAC 2600 (*International Communication*).....3 hours
EMAC 2800 (*Research in the Digital Age I*).....3 hours

Upper Division Core
EMAC 3000 (*Mass Communication Theory*).....3 hours
EMAC 3020 (*Managing Communication Processes*).....3 hours
EMAC 3040 (*Critical Approaches to Emerging Media*).....3 hours
EMAC 3060 (*Research in the Digital Age II*).....3 hours
EMAC 3080 *(Visual Communication)*.....3 hours
EMAC 4000 (*Emerging Media Ethics and Law*).....3 hours
EMAC 4100 (*Digital Media I: Dynamic Design*).....3 hours
EMAC 4200 (*Digital Media II: Convergent Design*).....3 hours

Major Requirements
EMAC 4220 (*Advocacy, Civic Engagement, and Emerging Media*).....3 hours
EMAC 4240 (*Research Analytics and Performance*).....3 hours
EMAC 4300 (*Digital Media III: Emergent Design*).....3 hours
EMAC 4320 (*Economics of Emergent Media*).....3 hours
EMAC 4340 (*Emerging Media for Professionals*).....3 hours

Senior Capstone
EMAC 4952 (*Emergent Media Senior Capstone*).....3 hours

3b/c. See Appendix 1 for course descriptions and prerequisites.

Course descriptions and prerequisites are appended at the end of this document.

3d. See Appendix 2 for documentation on VSU course approval.

Pending VSU course and curriculum requests are appended at the end of this document.

3e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

There is no accrediting agency for emergent media degrees.

3f. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.

The proposed EMAC program is consistent with nationally accepted trends and standards. While the leading association (National Communication Association) has no curriculum standards for emergent media degrees or programs, it does provide goals for the development of undergraduate degrees in the communication field.[10] Each goal is listed below, with associated EMAC courses, to demonstrate how the proposed program meets those goals.

1.) Understanding of multiple theoretical perspectives and diverse intellectual underpinnings in communication as reflected in its philosophy and/or history—*MDIA 2000, EMAC 2600, EMAC 3000, EMAC 3040, EMAC 4000*
2.) Competency in effective communication with diverse others—*COMM 1100, EMAC 2600, EMAC 3000, EMAC 4340, EMAC 4952*
3.) Competency in presentation, preferably in more than one format—*COMM 1100, EMAC 2200, EMAC 2400, EMAC 3020, EMAC 3080, EMAC 4100, EMAC 4200, EMAC 4220, EMAC 4300*
4.) Competency in analysis and interpretation of contemporary media—*MDIA 2000, EMAC 2800, EMAC 3040, EMAC 3060, EMAC 4240*
5.) Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices—*COMM 1100, EMAC 2600, EMAC 3000, EMAC 3040, EMAC 4000, EMAC 4220*
6.) Competency in systematic inquiry (the process of asking questions and systematically attempting to answer them, and understanding the limitations of the conclusion reached)— *EMAC 2800, EMAC 3060, EMAC 4240*
7.) Competency in analysis and practice of ethical communication—*EMAC 2400, EMAC 3000, EMAC 3200, EMAC 3040, EMAC 4000, EMAC 4220, EMAC 4320, EMAC 4340*
8.) Competency in human relational interaction—*EMAC 2600, EMAC 3000, EMAC 3020, EMAC 4340, EMAC 4952*
9.) Competency in analysis and practice of communication that creates or results from complex social organization—*EMAC 3020, EMAC 4320, EMAC 4340*

3g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.

Internships are not required for EMAC students.

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http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Hope%20College%20Conference%20on%20Designing%20the%20UG%20Communication%20Curriculum.pdf

3h. Indicate the adequacy of core offerings to support the new program.

EMAC's Core (Areas A-E) consists of 42 hours, all of which are fully available online via USG's e-Core program, as well as in traditional face-to-face classes on VSU's main campus. Area F consists of 18 hours, and VSU faculty currently teach two out of the six required courses every Fall and Spring semester. The four additional Area F classes will be phased into regularly scheduled rotation beginning Fall 2015, thereby ensuring adequacy in course offerings.

EMAC's Upper Division Core consists of eight classes, and the Major Requirements consist of five classes. All of these are newly created courses. As a new academic program, EMAC will initially offer select Upper Division Core and Major Requirement courses annually. As enrollment increases, core course offerings will be re-evaluated and offered accordingly.

3i. Indicate the method of instructional delivery.

All courses within the proposed EMAC program will be delivered completely online. Core courses are currently provided via Georgia's e-Core system, and major courses will be offered by VSU faculty via VSU's Learning Management System, Desire2Learn (D2L).

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

University Requirements:

Students must be admitted to Valdosta State University according to existing minimum standards.[11] Freshman applicants must have completed all College Preparatory Curriculum requirements, and have a minimum SAT total score of 900 (Math and Critical Reading only) or an ACT Composite score of 19. Additionally, freshman applicants must meet Board of Regents' minimum requirements for each section of the test: 430 Critical Reading/400 Math (SAT subscores) or 17 English/17 Math (ACT subscores). Freshman applicants must have a Freshman Index (FI) of at least 2040. The Freshman Index (FI) is calculated as follows:

$$FI = SAT\ Total + (500 \times High\ School\ GPA)$$

or

$$FI = (ACT\ Composite \times 42) + 88 + (500 \times High\ School\ GPA)$$

Students must also provide evidence of Lawful Presence as required by the University System of Georgia.

Program Requirements:

Students can declare the EMAC major at any time provided that they are in good academic standing. This policy will be reevaluated as the program grows.

[11] http://www.valdosta.edu/admissions/undergraduate/student-information/freshman-admission-requirements.php

5. Availability of assistantships (if applicable).

   Not applicable.

6. Evaluation and Assessment:

   a. Provide the student learning outcomes and other associated outcomes of the proposed program.

      Upon successful completion of the program, EMAC graduates will be able to:

- Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
- Analyze and evaluate different cultural, historical, and ethical perspectives in communication.
- Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.
- Demonstrate skill in the use of emerging forms, tools, and methods of communication.
- Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.
- Create mediated messages and expression appropriate to the area of emphasis.

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

      University-wide and Programmatic Institutional Effectiveness Process:

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

      The EMAC program will participate in the annual Institutional Effectiveness process and in Comprehensive Program Review. Additionally, the EMAC faculty

will meet, on average, one time per month to discuss numerous topics including scheduling, assessment and results, student learning outcomes, program recruitment, and curriculum. The EMAC Coordinator organizes the agenda with faculty input so that all related matters are covered.

7. Administration of the program:

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

      The EMAC program will be housed within the Communication Arts Department, which exists within the College of Arts.

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

      The EMAC program will be under the direction of EMAC coordinator, Nicole Cox, and the Communication Arts Department Head, Mark Borzi. The coordinator will work internally with departmental faculty and externally with Admissions, Academic Affairs, and other VSU administrative bodies to assess and evaluate the program. Individual courses within EMAC will be taught by academically-qualified faculty within Communication Arts.

8. Waiver to Degree-Credit Hour (if applicable):

   EMAC adheres to the 120 credit hour format; no waiver to degree-credit hour is necessary.

9. Accreditation:

   There are no accrediting bodies for emergent media degrees.

10. External Reviews (This item only applies to doctoral level programs):

    N/A

11. Enrollment Projections and Monitoring:

    a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: these projections will be used to monitor enrollment following program implementation).

    b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

       Student Majors:

During year one (FY2016), we anticipate that 10 students already enrolled at VSU and an additional five new students to the University will declare their major as Emerging Media and Communication, totaling 15 students in the major.

In the second year (FY2017), it is anticipated that 15 continuing students already enrolled in the major, five students shifted from other majors, and an additional 10 new students to the University will declare their major in Emerging Media and Communication, totaling 30 students.

In the third year (FY2018), it is anticipated that 20 continuing students already enrolled in the major, five students shifted from other majors, and 15 new students to the University will declare their major as Emerging Media and Communication, totaling 40 students in the program.

For the fourth year (FY2019), it is anticipated that 30 continuing students already enrolled in the major, five students shifted from other majors, and 20 new students to the University will declare the major in Emerging Media and Communication. This totals 55 students in the fourth year.

Students will not be cohort based.

Course Sections:
Currently, there are two EMAC course sections offered at VSU that will continue to be offered in the future (COMM 1100 and MDIA 2000). Additionally, there will be eight new course sections offered in the first year. Additional sections will be offered each subsequent year, making a total of 20 course sections in FY 2016.

Credit Hours Generated:
For year one (FY2016), 15 students x 30 credit hours per year = 450
For year two (FY2017), 30 students x 30 credit hours per year = 900
For year three (FY2018), 40 students x 30 credit hours per year = 1200
For year four (FY2019), 55 students x 30 credit hours per year = 1650

	First FY 2016	Second FY 2017	Third FY 2018	Fourth FY 2019
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	10	5	5	5
Continuing students	0	15	20	30
New to the institution	5	10	15	20
Total Majors	15	30	40	55
Course Sections Satisfying Program Requirements				
Previously existing	2	11	11	11

New	8	0	0	0
Total Program Course Sections	10	11	11	11
Credit Hours Generated by Those Courses				
Existing enrollments	0	0	0	0
New enrollments	450	900	1200	1650
Total Credit Hours	450	900	1200	1650

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

    Academic Year 2022-2023

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

    If the EMAC program does not deliver anticipated enrollment projections as a stand-alone degree, the Communications Arts department will promote the EMAC program among current majors and entering freshmen. We will also reach out to technical colleges in the southeast region to identify prospective majors. We also plan to recruit for exceptional high school students if enrollment projections are not met.

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

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Frank Barnas	Prof.	M.F.A.	B.J.	Mass Media	Broadcast Journalism and International Media	4/4 (existing)
Mark Borzi	Prof.	Ph.D.	M.A., B.A.	Comm.	Organizational communication, Technology, and Digital Media	1/1 (Dept. Chair, existing)
Greg Brown	Asst. Prof.	M.F.A.	B.A.	Mass Media	Electronic Journalism and Video Production	4/4 (existing)
Jason Brown	Asst. Prof.	M.F.A.	M.A., B.A.	Mass Media	Writing & Producing TV/Film	4/4 (existing)
Nicole Cox	Asst. Prof.	Ph.D.	M.S., B.S.	Mass Media	Critical Media Studies, Feminist Studies, and Online Fandom	3/3 (existing)

Marie Elliott	Asst. Prof.	M.F.A.	B.A.	Mass Media	Film Production, Producing/Directing, and Dramatic Writing	4/4 (existing)
Michael Eaves	Prof.	Ph.D.	M.A., B.A.	Speech Comm.	Nonverbal Communication, Persuasion, Reality TV, and Debate	3/3 (existing)
William Faux	Assoc. Prof.	Ph.D.	M.A., B.A.	Speech Comm.	Ph D, Human Communication Studies, Intercultural and Organizational Communication, University of Denver	4/4 (existing)
Talley Mulligan	Asst. Prof.	M.F.A.	B.S.	Mass Media	Digital Media & Emergent Technologies	4/4 (existing)
Deb Robson	Assoc. Prof.	Ph.D.	M.A., B.A.	Speech Comm.	Communication Theory and Cross-cultural Communication	3/3 (existing)
Colin Walker	Lecturer	M.A.	B.A.	Mass Media	Media Production, Postproduction, Media & Culture	4/4 (existing)

Total Number of Faculty: __11___

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

As it currently stands, the EMAC degree is designed to graduate students in a two-year cycle, with 11 course sections offered per term. The courses are set to rotate with select Area F classes offered every semester (COMM 1100 and MDIA 2000). These courses are already being offered online every fall and spring semester.

After meeting with both the Communication and Mass Media area heads, it was determined that the current EMAC curriculum would require roughly four courses taught by Speech Communication faculty (COMM 1100, EMAC 2600, EMAC 2800, and EMAC 3020), 10 courses taught by Mass Media faculty (EMAC 2400, MDIA 2000, EMAC 3040, EMAC 3080, EMAC 4000, EMAC 4100, EMAC 4200, EMAC 4240, EMAC 4300, and EMAC 4320), and six courses that could be taught by either Speech Communication, EMAC, or Mass Media faculty (EMAC 2200, EMAC 3000, EMAC 3060, EMAC 4220, EMAC 4340, and EMAC 4450), depending on faculty interest and area of expertise.

We have projected EMAC enrollment numbers at 15 students in the first year, 30 in the second year, 40 in the third year, and 55 by the fourth year.

Delivery of the proposed EMAC program in a two year cycle would require the addition of two faculty positions. This would result in guaranteed course instruction for 11 sections per term to facilitate the 55 anticipated students matriculate through the program. The program would need to hire the faculty to begin AY 2017.

Faculty qualifications would include a terminal degree (MFA, Ph.D.) in communication or related field with training and experience in one or more of the following areas: digital design, emergent media technologies, application of emergent technologies in the workplace, and/or use of analytics. Faculty would have to have a record of research and creative activity related to emergent media.

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

Departmental resources cannot fully support the new program. The average teaching load for Communication and Mass Media faculty is 3.59 classes per term. To meet the goal of delivering EMAC in a two year cycle, two additional faculty positions are required.

Current departmental resources can support four sections per term. Instructors for the program are drawn from two areas, Communication and Mass Media. On the Communication side, the current enrollment numbers suggest that the area only has the capacity to offer four courses per semester. These four sections would come at the expense of reducing the number of COMM 1100 and COMM 1110 sections offered and increasing class sizes to accommodate the 120 displaced students. Mass Media has no excess capacity and would not be able to offer any additional courses in support of EMAC.

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

a. For Expenditures:

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

Personnel Needs

Two full-time faculty positions in the area of digital media production, emergent media, and analysis are needed. Based on 2011-2012 national salaries adjusted for inflation for assistant professors under the same 2-

digit CIP code as EMAC, the average salary per assistant professor is $57,593.[12] This brings new faculty expenses to $115,186 per FY.

We also anticipate the need for a new position in the form of a part-time support staff member. The support staff member will be responsible for aiding in the design and delivery functions of courses in the EMAC program (e.g., course design and maintenance). The requested part-time position would work 40 weeks a year, at 25 hours/week and $15/hour for a total direct cost of $15,000 per year. The position would start Fall 2016 and be under the direct supervision of the EMAC coordinator.

Finally, we anticipate the need for two graduate assistants. The graduate assistants would assist with course design, content/course management, and serve as tutors. The two graduate assistants would be priced at $10,000 per year for a total direct cost of $20,000.

Operating Costs

The EMAC degree is designed to prepare students to be practitioners, entrepreneurs, and innovators in the evolving world of communication. Because the program is designed to balance theory and practice, creative design, and critical thinking in an online educational environment, we anticipate certain operating needs for both the students' and program's success.

Collectively, supplies/expenses are expected to reach roughly $700/FY to support the EMAC program. Funds needed for faculty travel to conferences and recruiting is expected to reach roughly $10,000/FY, with twelve faculty receiving $500 each per FY and $4,000 for recruiting.

Equipment

Laptop/computer technologies

Start-up equipment package for faculty teaching in the program are anticipated to be:

Apple MacBook Pro with Retina Display	$2,500.00
Apple 27-inch: 3.5GHz with Retina 5k display	$2,500.00
Ipad 2	$ 500.00
Belkin Thunderbolt Express 2 Dock	$ 300.00
Misc (cables, microphones/headsets, connectors, Superdrive, etc.)	$ 300.00
Total	$6,100.00

[12] http://www.cupahr.org/surveys/files/salary2012/NFSS12ExecutiveSummary.pdf

Twelve faculty members would routinely teach in the program. The cost for equipping the faculty is $73,200.

Shared Equipment
To provide faculty with the equipment necessary to deliver content to distance learners, we anticipate the need for shared equipment to capture lecture, record, and produce digital content. We anticipate one set of equipment for a shared studio space for EMAC faculty, and another set that can be signed out by EMAC faculty to use on and off campus. Estimates are as follows:

DSLR Camera (2)	$5,000.00
Lighting	$ 775.00
Tripod system (2)	$ 340.00
Shotgun microphone	$ 202.00
Condenser lavalier microphone	$ 200.00
64 GB memory cards (2)	$ 195.00
XLR cable (2)	$ 35.00
Microphone windscreen	$ 21.00
Studio headphones	$ 10.00
Total	$6,778.00

The total equipment cost of $79,978 has been phased into the budget at $19,994 per year, over four years.

Library/ Learning Resources

Anticipated costs for library and learning resources include:

Lynda.com Subscriptions
Lynda.com is an online service that provides video tutorials in areas such as digital design, digital publishing, web design, video, audio, and music. Monthly subscriptions for each EMAC faculty member amount to $3,600/year.

Adobe Creative Cloud
Both faculty and students will need this software for creative projects throughout the EMAC program. Faculty can access the software for a discounted rate of $10 per person per year, which is factored into the EMAC budget. This software is crucial for designing digital projects. For twelve faculty, this amounts to $1,440 per year. Currently, the pricing package for students is $20/month, which amounts to $3,600 in the first year, $7,200 in the second year, $9,600 in the third year, and $13,200 in the fourth year. This cost is accounted for in the student fees section of this proposal (see 15.b.iii).

Collaboration ware
Because EMAC will operate online and with distance learners, it is recommended that the University designate and invest in collaboration software for use by both faculty and students. This is necessary as students will be required to work in teams. Examples of this include Basecamp. Basecamp for faculty is estimated at $50/month per faculty member, totaling $7,200 per year.

For students, Basecamp is estimated at $20/month, which amounts to $3,600 in the first year, $7,200 in the second year, $9,600 in the third year, and $13,200 in the fourth year. This cost is accounted for in the student fees section of this proposal (see 15.b.iii).

Transcription software
To help make EMAC content more accessible, we anticipate the need for transcription software. Transcription software, such as Dragon, is roughly $150 per faculty member. With twelve faculty, this amounts to $1,800.

Total learning/library resources amount to $21,240 for the first year, $28,440 for the second year, $33,240 for the third year, and $40,440 for the fourth year.

Other Expenses:
Other operating expenses are estimated at $2,200/FY, which includes the recurring fee of $2,200 for a Quality Matters subscription for the EMAC program. Quality Matters functions to ensure and assess the quality and design of online courses; the subscription fee also includes faculty training.[13]

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

No faculty will be reassigned to support the EMAC program.

b. For Revenue:

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

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https://www.qualitymatters.org/qualitymatterssubscriptionannouncementfy2012pdf/download/Quality_Matters_Subscription_AnnouncementFY2012.pdf

1. Source of existing funds being reallocated.

Not applicable.

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

Not applicable.

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

Not applicable.

ii. Explain how the new tuition amounts are calculated.

For year one (FY2016), 450 new credit hours x $250.00 in-state undergraduate per credit hour rate = $112,500.
For year two (FY2017), 900 new credit hours x $250.00 in-state undergraduate per credit hour rate = $225,000.
For year three (FY2018), 1200 new credit hours x $250.00 in-state undergraduate per credit hour rate = $300,000.
For year four (FY2019), 1650 new credit hours x $250.00 in-state undergraduate per credit hour rate = $412,500.

iii. Explain the nature of any student fees listed (mandatory fees, program fees, etc.).

Anticipated student fees are estimated at $40/month, per student. This translates into a program fee of $150.00 per term. This fee includes the base cost of subscription services to Adobe Creative Cloud at $20/month per student, as well as subscription services to Basecamp collaboration ware at $20/month per student (see 15.a.i).

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

No other grants are included in this degree proposal.

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

No other revenue is included in this degree proposal.

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

i. Explain how the institution will make up the shortfall.

The department is seeking a one-time allocation the first year of $65,000 to cover program start-up expenses.

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Initial marketing and recruiting efforts will broadly focus on non-traditional students utilizing traditional and social media as the primary avenues for reaching potential students. Recruiting will also reach out to technology-focused events to promote the program. If recruiting falls short in targeting non-traditional students, the program will expand its recruiting efforts to traditional high school graduates and international students.

I. EXPENDITURES	First FY 2016 Dollars	Second FY 2017 Dollars	Third FY 2018 Dollars	Fourth FY 2019 Dollars
Personnel – reassigned or existing positions				
Faculty **(see 15.a.ii)**	0	0	0	0
Part-time Faculty **(see 15 a.ii)**	0	0	0	0
Graduate Assistants **(see 15 a.ii)**	0	0	0	0
Administrators**(see 15 a.ii)**	0	0	0	0
Support Staff **(see 15 a.ii)**	0	0	0	0
Fringe Benefits	0	0	0	0
Other Personnel Costs	0	0	0	0
Total Existing Personnel Costs	0	0	0	0

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty	115,186	115,186	115,186	115,186
Part-time Faculty	0	0	0	0
Graduate Assistants	0	10,000	20,000	20,000
Administrators	0	0	0	0
Support Staff	15,000	15,000	15,000	15,000
Fringe Benefits	0	0	0	0
Other personnel costs	0	0	0	0
Total New Personnel Costs	130,186	140,186	150,186	150,186
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	0	0	0	0

Equipment	0	0	0	0
Other	0	0	0	0
Physical Facilities: construction or renovation (see section on Facilities)	0	0	0	0
Total One-time Costs	0	0	0	0
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	700	700	700	700
Travel	10,000	10,000	10,000	10,000
Equipment	19,994	19,994	19,994	19,994
Library/learning resources	21,240	28,440	33,240	40,440
Other	2,200	2,200	2,200	2,200
Total Recurring Costs	50,134	57,334	62,134	69,334
GRAND TOTAL COSTS	184,320	201,520	216,320	223,520
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 15 b.i)**	0	0	0	0
New student workload				
New Tuition **(see 15 b.ii)**	112,500	187,500	262,500	375,000
Federal funds				
Other grants **(see 15 b.iv)**				
Student fees **(see 15 b.iii)**	7,200	14,400	19,200	26,400
Other **(see 15 b.v)**				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds	64,620			
GRAND TOTAL REVENUES **(see 15 c.i & c.ii)**	119,700	239,400	319,200	438,900
Net Revenue	0	37,880	102,880	215,380

16. Facilities—Complete the table below.

		Total GSF
a.	**Indicate the floor area required for the program in gross square feet**	

	(gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.		14,112
b.	**Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)**		
	Type of Space		**Comments**
i.	Construction of new space is required		No
ii.	Existing space will require modification		No
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		Not applicable
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.		No
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.		No
vi.	Existing space will be used as is	X	Yes; program is fully online.
c.	**If new space is anticipated, provide information in space below.**		
i.	Estimated construction cost		Not applicable
ii.	Estimated total project budget cost		Not applicable
iii.	Proposed source of funding		Not applicable
iv.	Availability of funds		Not applicable
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).		Not applicable
vi.	How will the construction be funded for the new space/facility?		Not applicable
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?		Not applicable
d.	**If existing space will be used, provide information in space below.**		
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.		

	Program is fully online; only faculty offices are needed.

e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)			
i.	**No. of Spaces**	**Type of Space**	**Number of Seats**	**Assignable Square Feet (ASF)**
	0	Classrooms		
	0	Labs (dry)		
	0	Labs (wet)		
	0	Meeting/Seminar Rooms		
	14	Offices		1008
		Other (specify)		
		Total Assignable Square Feet (ASF)		**14,112**

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.
	The program is fully online, and faculty offices will be located permanently on VSU's main campus. Temporary locations will not be needed.

Chief Business Officer or Chief Facilities Officer Name & Title	**Phone No.**	**Email Address**
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

17. Questions concerning institutional delivery of a new degree program in an online format *(Institution's first distance learning program)*

Not applicable.

APPENDIX 1

Course Descriptions and Prerequisites

Area F Courses

COMM 1100 Human Communication
A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.

MDIA 2000 Introduction to Mass Media
The study of the processes, elements, uses, and impacts of mass media, including history, development, operation, and cultural effects of books, newspapers, magazines, motion pictures, radio, television, sound recordings, and computer media.

EMAC 2200 Fundamentals of Emerging Communication
Teaches literacy in digital communication. This course focuses on the practices and processes of communicating through digital content. The course will also serve as an orientation to tool sets required for the EMAC program and the emergent media field, and will provide a foundation for more advanced EMAC courses.

EMAC 2400 Writing for Emerging Media
Introduction to different styles of writing for emerging media forms. This course will focus on the foundational components of crafting an effective story and the factors that influence content and delivery. Potential topics include principles of content creation, narrative reporting, web and feature story writing.

EMAC 2600 International Communication
The study of significant cultural differences that inform successful, ethical interaction in a global community. This course will examine communication contexts ranging from interpersonal contexts to the use of emerging media.

EMAC 2800 Research in the Digital Age I
Overview of the basic foundations and principles of communication research. This course will address quantitative and qualitative communication research methods, as well as audience and message analysis in the digital age. Potential topics include concepts, methods, and tools used in communication research design, data collection, interpretation, and reporting.

Upper Division Courses

EMAC 3000 Mass Communication History and Theory
Prerequisites: Sophomore standing. Study of the history of media from the printing press through emerging media forms. This course will address foundational mass communication theories and the impact of mediated communication.

EMAC 3020 Managing Communication Processes
Prerequisite: Sophomore standing. Introduction to the communication practices and processes of emerging media in organizations. This course will focus on face-to-face and virtual project design and management, design processes, and meeting management. Potential topics include the design and management of workflows, and management of communication events.

EMAC 3040 Critical Approaches to Emerging Media
Prerequisite: Junior standing. Examination of media products as it relates to issues of power and culture. This course investigates contemporary media through critical methodologies. Potential topics include media representation and commodification of audiences, as well as audience consumption and feedback through emergent media forms.

EMAC 3060 Research in the Digital Age II
Prerequisite: EMAC 2800. Examination of advanced research tools and application. This course focuses on the design and deployment of research instruments to investigate and develop communication strategies for real-world applications. Potential topics include data analysis and the communication landscape, as well as the impact of data-driven decisions on communication strategies.

EMAC 3080 Visual Communication
Prerequisite: Sophomore standing. Fundamentals of visual communication. This course will explore a variety of media, tools, and techniques in the planning and realization of targeted visual messages for intended audiences. Potential topics include visual language, methodology, cultural context of visual communication, and the principles and practices of creating visual solutions to complex communication problems.

EMAC 4000 Emerging Media Ethics and Law
Prerequisite: Junior standing. Introduction to the ethical and legal issues posed by emergent media. This course will address ethical and legal considerations for the Internet, social media, blogs, chat rooms, e-commerce, and other electronic forms of communication as they relate to the media industries.

EMAC 4100 Digital Media I: Dynamic Design
Prerequisites: EMAC 3000 and 3080. Principles of content creation and traditional media production techniques. This course will build on previously learned communication theories and methods, and will address digital storytelling across various media channels.

EMAC 4200 Digital Media II: Convergent Design
Prerequisite: EMAC 4100. Static and dynamic design of messages for multiple media channels. This course explores the production and distribution of messages across multiple media channels, to create a media mix. Students will build upon digital storytelling methods to deliver messages for target audiences in each media channel.

Major Requirements Courses

EMAC 4220 Advocacy, Civic Engagement, and Emerging Media
Prerequisite: Junior standing. An introduction to online advocacy and participatory democracy. This course will address community building, political power, and information gathering and dissemination. Potential topics include advocacy and democracy as practiced through the Internet, social media, blogs, chat rooms, and other new electronic forms of communication and discourse.

EMAC 4240 Research Analytics and Performance
Prerequisite: EMAC 3060. Application of research methods, principles, and tools related to emergent media. This course explores various techniques for presenting data in a professional setting and for the general public. Using data analytics, this course requires students to propose research designs to collect data about the communication landscape.

EMAC 4300 Digital Media III: Emergent Design
Prerequisites: EMAC 3020 and EMAC 4200. Application of emergent media technologies for message construction. This course explores digital media, tools, and techniques for integrated multi-channel campaigns. Topics include augmented reality, cloud-based technologies, mobile technologies, gamification, audience analysis, and aesthetics. Students will complete a digital project for their portfolio.

EMAC 4320 Economics of Emergent Media
Prerequisite: Sophomore standing. Examination of economic practices specific to emerging media. This course explores the economic structure of traditional media systems, as well as the changing economic structures that drive emergent media and its success. Potential topics include audience measurement and delivery, ownership, cross-media platforms, and fiscal stability.

EMAC 4340 Emerging Media for Professionals
Prerequisite: Senior standing. Exploration of professional communication practices for emerging media. This course explores communication within and between emerging media professionals, and the various publics and audiences with whom they interact.

Senior Capstone Course

EMAC 4952 EMAC Seminar
A capstone seminar course in which students will compile a final portfolio of work completed during progress through the major, for evaluation by classmates and the instructor. Students will also be given additional assignments in preparation for work in the professional setting.

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VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW PROGRAM

Valdosta State University

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

Proposed Effective Date: Fall 2015	**Degree and Program Name:** BFA, Emergent Media and Communication

Requirements: (attach new or revised course proposals separately)

Core Curriculum Area A-E (See VSU Core Curriculum) .....42 hours

Core Curriculum Area F.....18 hours
- COMM 1100 Human Communication.....3 hours
- MDIA 2000 Intro to Mass Media.....3 hours
- EMAC 2200 Fundamentals of Emerging Communication.....3 hours
- EMAC 2400 Writing for Emerging Media.....3 hours
- EMAC 2600 International Communication.....3 hours
- EMAC 2800 Research in the Digital Age I.....3 hours

Upper Division Core.....24 hours
- EMAC 3000 Mass Communication Theory.....3 hours
- EMAC 3020 Managing Communication Processes.....3 hours
- EMAC 3040 Critical Approaches to Emerging Media.....3 hours
- EMAC 3060 Research in the Digital Age II.....3 hours
- EMAC 3080 Visual Communications.....3 hours
- EMAC 4000 Emerging Media Ethics and Law.....3 hours
- EMAC 4100 Digital Design I: Dynamic Design.....3 hours
- EMAC 4200 Digital Design II: Convergent Design.....3 hours

Guided Electives.....18 hours

Major Requirements.....15 hours
- EMAC 4220 Advocacy, Civic Engagement, and Emergent Media.....3 hours
- EMAC 4240 Research Analytics and Performance.....3 hours
- EMAC 4300 Digital Design III: Emergent Design.....3 hours
- EMAC 4320 Economics of Emergent Media.....3 hours
- EMAC 4340 Emerging Media for Professionals.....3 hours

Capstone Sequence.....3 hours
- EMAC 4952 EMAC Seminar.....3 hours

Total Credits Required for the Degree.....120 hours

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The proposed EMAC degree supports VSU's plan to develop degree programs in high need areas, which can be implemented via distance education. While a number of USG institutions offer Communication Arts programs, VSU will be the first institution in the region to offer an Emergent Media and Communication emphasis via online delivery, thus meeting the needs of non-traditional and distance learners. In so doing, the proposed track will help fulfill the Complete College Georgia initiative, as well as meet specific goals (1 and 2) and strategies (1.1.2, 1.1.4, 1.2.1, and 1.2.4) listed in VSU's strategic plan.

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.) Several examples of potential jobs for Mass Media Majors, along with extensive explanations of each potential career, can be found in the 2012-2013 "Occupational Outlook Handbook" (www.bls.gov/ooh/). The U.S. Department of Labor projects between 6.5 and 22.5 percent growth in fields related to Mass Media between 2010 and 2020. This growth in employment opporunities range from Sports Writing to Public Relations Specialist, and each of these employment areas will require increased skill with social media and internet publishing.

Assessment Plan for the proposed program:

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Alumni surveys will be conducted to track student careers after graduation.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Quizzes, discussion board posts, written assignments, projects, and other materials as required in online coursework.

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate program)	Date:
Graduate Dean (for graduate program):	Date:
Academic Committee:	Date:

Form last updated: January 21, 2010

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VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 2200	**Proposed New Course Title:** Fundamentals of Emerging Communication **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Fundamentals Emerging Comm
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Teaches literacy in digital communication. This course focuses on the practices and processes of communicating through digital content. The course will also serve as an orientation to tool sets required for the EMAC program and the emergent media field, and will provide a foundation for more advanced EMAC courses.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This is an Area F course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 2200 Fundamentals of Emerging Communication 3-0-3

Course Description:
Teaches literacy in digital communication. This course focuses on the practices and processes of communicating through digital content. The course will also serve as an orientation to tool sets required for the EMAC program and the emergent media field, and will provide a foundation for more advanced EMAC courses.

Rationale:
This course is required for all students in the EMAC program.

Texts:
Merks-Benjaminsen, J. (2014). *Think and Grow Digital: What the Net Generation Needs to Know to Survive and Thrive in Any Organization.* McGraw-Hill. ISBN: 978-0071835367

Course Objectives: Upon successful completion of this course, students will:

1.) Identify basic components of the emerging media landscape,
2.) Demonstrate competency in the utilization of online platforms associated with producing, accessing, and evaluating emergent media content.
3.) Demonstrate a basic understanding of various forms of collaboration software used in the media industries.

Program Outcomes:
1.) Demonstrate skill in the use of emerging forms, tools, and methods of communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 2400	**Proposed New Course Title:** Writing for Emerging Media **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Writing for Emerging Media
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduction to different styles of writing for emerging media forms. This course will focus on the foundational components of crafting an effective story and the factors that influence content and delivery. Potential topics include principles of content creation, narrative reporting, web and feature story writing.

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 is an Area F course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 2400 Writing for Emerging Media 3-0-3

Course Description:
Introduction to different styles of writing for emerging media forms. This course will focus on the foundational components of crafting an effective story and the factors that influence content and delivery. Potential topics include principles of content creation, narrative reporting, web and feature story writing.

Rationale:
This course is required for all students in the EMAC program.

Text:
Lieb, T. (2014). *All the News: Writing and Reporting for Convergent Media.* ISBN: 978-0-1313-4505-8

Course Objectives: Upon successful completion of this course, students will:

1.) Write at least three forms of emerging media stories,
2.) Identify the differences in writing styles between traditional and emergent media forms, and
3.) Describe the purpose and design of the various forms of media writing.

Program Outcomes: This course meets the following departmental outcomes:

1.) Demonstrate skill in the use of emerging forms, tools, and methods of communication.
2.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 2600	**Proposed New Course Title:** International Communication **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) International Communication
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) The study of significant cultural differences that inform successful, ethical interaction in a global community. This course will examine communication contexts ranging from interpersonal contexts to the use of emerging media.

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 is an Area F course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 2600 International Communication 3-0-3

Course Description:
The study of significant cultural differences that inform successful, ethical interaction in a global community. This course will examine communication contexts ranging from interpersonal contexts to the use of emerging media.

Rationale:
This course is required for all students in the EMAC program.

Texts:
Remland, M. S., Jones, T. S., Foeman, A., and Arevalo, D. R. (2015). *Intercultural Communication: A Peacebuilding Perspective.* Waveland Press: Long Grave, IL.

Sorrells, K. (2013). *Intercultural Communication: Globalization and Social Justice.* Sage: Los Angeles.

Course Objectives: Upon successful completion of this course, students will:

1.) Demonstrate knowledge of how cultural differences impact communication in various contexts.
2.) Analyze their own cultural attitudes, values, and practices particularly as they influence interaction in cross-cultural contexts.
3.) Demonstrate an understanding of the ethical implications of communication in cross-cultural contexts.

Program Outcomes:

1.) Students will analyze and evaluate different cultural, historical, and ethical perspectives in communication.
2.) Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 2800	**Proposed New Course Title:** Research in the Digital Age I **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Rsch Digital Age I
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Overview of the basic foundations and principles of communication research. This course will address quantitative and qualitative communication research methods, as well as audience and message analysis in the digital age. Potential topics include concepts, methods, and tools used in communication research design, data collection, interpretation, and reporting.

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 is an Area F course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 2800 Research in the Digital Age I 3-0-3

Course Description:
Overview of the basic foundations and principles of communication research. This course will address quantitative and qualitative communication research methods, as well as audience and message analysis in the digital age. Potential topics include concepts, methods, and tools used in communication research design, data collection, interpretation, and reporting.

Rationale:
This course is required for all students in the EMAC program.

Text:
Wimmer, R.D. and Dominick, J.R. (2006). *Mass Media Research: An Introduction* (8th Edition). Belmont, CA: Wadsworth Publishing.

Course Objectives: Upon successful completion of this course students will:

1.) Demonstrate knowledge of the techniques of developing research, data collection, data analysis, data interpretation, and data reporting;
2.) Demonstrate knowledge of the terms, formulas, and methodologies used by media researchers and analysts; and
3.) Evaluate communication research reports.

Program Outcomes: This course meets the following educational outcomes:

1.) Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
2.) Demonstrate skill in the use of emerging forms, tools, and methods of communication.
3.) Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 3000	**Proposed New Course Title:** Mass Communication History and Theory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Mass Comm History and Theory
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Sophomore standing. Study of the history of media from the printing press through emerging media forms. This course will address foundational mass communication theories and the impact of mediated communication.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 3000 Mass Communication History and Theory 3-0-3

Course Description:
Prerequisites: Sophomore standing. Study of the history of media from the printing press through emerging media forms. This course will address foundational mass communication theories and the impact of mediated communication.

Rationale:
This course is required for all students in the EMAC program.

Text:
Baran, S. J., and Davis, D. K. (2015) *Mass Communication Theory: Foundations, Ferment, and Future, 7th ed.* Cengage Learning: Stamford, CT. ISBN 978-1-285-05207-6

Course Objectives: Upon successful completion of this course, students will:

1.) Demonstrate an understanding of the history of media
2.) Explain theories of media and how the development of theory informs media practice(s)
3.) Analyze media practice through the lenses of media theory.

Program Outcomes:

1.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.
2.) Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.
3.) Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 3020	**Proposed New Course Title:** Managing Communication Processes **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Communication Processes
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Sophomore standing. Introduction to the communication practices and processes of emerging media in organizations. This course will focus on face-to-face and virtual project design and management, design processes, and meeting management. Potential topics include the design and management of workflows, and management of communication events.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 3020 Managing Communication Processes 3-0-3

Course Description
Prerequisite: Sophomore standing. Introduction to the communication practices and processes of emerging media in organizations. This course will focus on face-to-face and virtual project design and management, design processes, and meeting management. Potential topics include the design and management of workflows, and management of communication events.

Rationale:
This course is required for all students in the EMAC program.

Text:
Jongerius, P., et.al. (2014). *Get Agile!* Amsterdam, NL: BIS Publishers. ISBN: 978-9063693022

Cobb, A. T. (2011). *Leading Project Teams: The Basics of Project management and Team Leadership.* Palo Alto, CA: Sage. ISBN: 9781412991704

Lepsinger, R., & DeRosa, D. (2010). *Virtual Team Success: A Practical Guide for Working and Leading from a Distance.* Hoboken, NJ: Pfeiffer. ISBN: 978-0470532966

Online research articles will be used in conjunction with relevant textbooks that are current and reflect current communication management.

Course Objectives: Upon successful completion of this course students will:

1.) Demonstrate skill in the design and management of face-to-face and virtual teams and meetings.
2.) Apply knowledge of design and project processes to emergent media creation in organizations.
3.) Apply knowledge of communication message design to communication events with the design process.
4.) Evaluate messages and refine them to meet the needs of each channel.

Program Outcomes: This course meets the following departmental outcomes:

1.) Demonstrate skill in the use of emerging forms, tools, and methods of communication.
2.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.
3.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

REQUEST FOR A NEW COURSE

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Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 3060	**Proposed New Course Title:** Research in the Digital Age II **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Rsch. Digital Age II
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: EMAC 2800. Examination of advanced research tools and application. This course focuses on the design and deployment of research instruments to investigate and develop communication strategies for real-world applications. Potential topics include data analysis and the communication landscape, as well as the impact of data-driven decisions on communication strategies.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 3060 Research in the Digital Age II 3-0-3

Course Description
Prerequisite: EMAC 2800. Examination of advanced research tools and application. This course focuses on the design and deployment of research instruments to investigate and develop communication strategies for real-world applications. Potential topics include data analysis and the communication landscape, as well as the impact of data-driven decisions on communication strategies.

Rationale:
This course is required for all students in the EMAC program.

Text:
Rubin, R.B., Rubin, A. M., & Piele, L. J. (2005). *Communication Research: Strategies and Sources* (6th Edition). Belmont, CA: Wadsworth.

Course Objectives: Upon successful completion of this course students will:

1.) Apply knowledge gained in prerequisite class to specific research question.
2.) Demonstrate knowledge of data analytics
3.) Employ research using formulas and methodologies used by media researchers and analysts; and
4.) Read, demonstrate knowledge, and evaluate communication research reports.

Program Outcomes: This course meets the following program outcomes:

1. Demonstrate skill in the use of emerging forms, tools, and methods of communication.
2. Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 3040	**Proposed New Course Title:** Critical Approaches to Emerging Media **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Critical Approaches Emg. Media
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Junior standing. Examination of media products as it relates to issues of power and culture. This course investigates contemporary media through critical methodologies. Potential topics include media representation and commodification of audiences, as well as audience consumption and feedback through emergent media forms.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 3040 Critical Approaches to Emerging Media 3-0-3

Course Description:
Prerequisite: Junior standing. Examination of media products as it relates to issues of power and culture. This course investigates contemporary media through critical methodologies. Potential topics include media representation and commodification of audiences, as well as audience consumption and feedback through emergent media forms.

Rationale:
This course is required for all students in the EMAC program.

Text:
Andrejevic, M. (2007). *i-Spy: Surveillance and Power in the Interactive Era.* University Press of Kansas. ISBN: 978-0700616862

Jenkins, H. (2008). *Convergence Culture: Where Old and New Media Collide.* NYU Press. ISBN: 978-0-8147-4281-5

Course Objectives: Upon successful completion of this course, students will:

1.) Identify and explain various commercial and cultural components that contribute to studying media;
2.) Explain critical theories prevalent in the media industries; and
3.) Apply critical thinking and writing skills to media texts.

Program Outcomes: This course meets the following departmental educational outcomes:

1.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.
2.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.
3.) Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 3080	**Proposed New Course Title:** Visual Communication **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Visual Communication
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Sophomore standing. Fundamentals of visual communication. This course explores a variety of media, tools, and techniques in the planning and realization of targeted visual messages for intended audiences. Potential topics include visual language, methodology, cultural context of visual communication, and the principles and practices of creating visual solutions to complex communication problems.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 3080 Visual Communication 3-0-3

Course Description
Prerequisite: Sophomore standing. Fundamentals of visual communication. This course will explore a variety of media, tools, and techniques in the planning and realization of targeted visual messages for intended audiences. Potential topics include visual language, methodology, cultural context of visual communication, and the principles and practices of creating visual solutions to complex communication problems.

Rationale:
This course is required for all students in the EMAC program.

Text:
Malamed, C. (2011). *Visual Language for Designers: Principles for Creating Graphics the People Understand.* Rockport Publishers. ISBN: 1592537413.

Course Objectives: To complete this course successfully, students will:

1.) Create and exchange ideas effectively through visual, written, and oral communication.
2.) Participate in both independent and collaborative media projects.
3.) Conceptualize, produce, and present visual communications using a variety of digital tools and techniques.
4.) Create and exchange ideas effectively through visual, written, and oral communication.

Program Outcomes: This course meets the following educational outcomes:

1.) Demonstrate skill in the use of emerging forms, tools, and methods of communication.
2.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.
3.) Create mediated messages and expression appropriate to the area of emphasis.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4000	**Proposed New Course Title:** Emerging Media Ethics and Law **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Emg. Media Ethics and Law
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Junior standing. Introduction to the ethical and legal issues posed by emergent media. This course will address ethical and legal considerations for the Internet, social media, blogs, chat rooms, e-commerce, and other electronic forms of communication as they relate to the media industries.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.: UG	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 4000 Emerging Media Ethics and Law 3-0-3

Course Description
Prerequisite: Junior standing. Introduction to the ethical and legal issues posed by emergent media. This course will address ethical and legal considerations for the Internet, social media, blogs, chat rooms, e-commerce, and other electronic forms of communication as they relate to the media industries.

Rationale:
This course is a requirement in the EMAC program.

Text: Patrick L. (Lee) Plaisance, *Media Ethics: Key Principles for Responsible Practice,* (paperback) ISBN: 978-1-4522-5808-9

Course Objectives: Upon successful completion of this course, students will:

1. Demonstrate an understanding of the ethical challenges and dilemmas in the emerging media world.
2. Demonstrate an understanding of the legal challenges and dilemmas in the emerging media world.
3. Demonstrate an understanding of the most specific ethical / legal issues challenging the emerging media world, regarding technology, transparency, justice, harm, autonomy, privacy, and community.
4. Demonstrate an understanding of the information and skills necessary to identify and evaluate future ethical and legal issues, which will challenge the emerging media world.

Program Outcomes:

1. Analyze and evaluate different cultural, historical, and ethical perspectives in communication.
2. Demonstrate knowledge of and apply communication and media theories that inform practices in traditional and emerging media.

General Education Outcomes:

1. Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4100	**Proposed New Course Title:** Digital Media I: Dynamic Design **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Dynamic Design
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

Lecture Hours: 1	**Lab Hours:** 4	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: EMAC 3000 and 3080. Principles of content creation and traditional media production techniques. This course will build on previously learned communication theories and methods, and will address digital storytelling across various media channels.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 4100 Digital Media I: Dynamic Design 1-4-3

Course Description
Prerequisites: EMAC 3000 and 3080. Principles of content creation and traditional media production techniques. This course will build on previously learned communication theories and methods, and will address digital storytelling across various media channels.

Rationale:
This course is required for all students in the EMAC program.

Text:
Costella, V., Youngblood, S., & Youngblood, N. (2012). *Multimedia Foundations: Core Concepts for Digital Design.* ISBN-13: 978-0240813943

***Note:** Additional sources will be referenced throughout the course as needed.

Course Objectives: Upon successful completion of this course students will:

1.) Conceptualize, produce, and present dynamic audio and visual materials;
2.) Demonstrate knowledge of content production principles to communicate messages through multiple channels; and
3.) Identify needs associated with creating messages for multiple channels and distinguish the differences between each channel to justify their approaches to storytelling.

Program Outcomes: This course meets the following educational outcomes:

1.) Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
2.) Demonstrate skill in the use of emerging forms, tools, and methods of communication.
3.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:
Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4220	**Proposed New Course Title:** Advocacy, Civic Engagement, and Emerging Media **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Advoc, Civic Engagement, and Media
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Junior standing. An introduction to online advocacy and participatory democracy. This course will address community building, political power, and information gathering and dissemination. Potential topics include advocacy and democracy as practiced through the Internet, social media, blogs, chat rooms, and other new electronic forms of communication and discourse.

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 is a Major Requirement course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

2016

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 4220 Advocacy, Civic Engagement, and Emerging Media 3-0-3

Course Description:
Prerequisite: Junior standing. An introduction to online advocacy and participatory democracy. This course will address community building, political power, and information gathering and dissemination. Potential topics include advocacy and democracy as practiced through the Internet, social media, blogs, chat rooms, and other new electronic forms of communication and discourse.

Rationale:
This course is a requirement in the EMAC program.

Text:
Warnick, B. and Heineman, D. (2012). *Rhetoric Online: The Politics of New Media.* ISBN: 978-1-4331-1329-1

Possible Supplemental Texts:

Kawamoto, K. (2013). *Digital Journalism: Emerging Media and the Changing Horizons of Journalism.* ISBN: 978-0-7425-2681-5

Briggs, M. (2012). *Journalism Next: A Practical Guide to Digital Reporting and Publishing.* ISBN: 978-1-4522-2785-6

Course Objectives: Upon successful completion of this course, students will:

1. Identify the types of new media used in online forms of advocacy, participatory democracy, community building, political power, and information gathering and dissemination.
2. Explain online advocacy as practiced by blogging, crowd-powered collaborations, social media and its interactivity.
3. Evaluate information gathering and dissemination, as practiced by citizen journalists recording digital photos, and audio and / or visual clips, to share online.
4. Explain online activism, "hacktivism," and digital confrontation among individual citizens, groups, and other parties.
5. Evaluate news as an interactive discourse between citizens in the online community.
6. Identify the process of building a new online interactive audience for news.

Program Outcomes:

1.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4200	**Proposed New Course Title:** Digital Media II: Convergent Design **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Convergent Design
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

Lecture Hours: 1	**Lab Hours:** 4	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: EMAC 4100. Static and dynamic design of messages for multiple media channels. This course explores the production and distribution of messages across multiple media channels, to create a media mix. Students will build upon digital storytelling methods to deliver messages for target audiences in each media channel.

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 is an Upper Division course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 4200 Digital Media II: Convergent Design 1-4-3

Course Description:
Prerequisite: EMAC 4100. Static and dynamic design of messages for multiple media channels. This course explores the production and distribution of messages across multiple media channels, to create a media mix. Students will build upon digital storytelling methods to deliver messages for target audiences in each media channel.

Rationale:
This course is required for all students in the EMAC program.

Text:
Pavlik, J. & McIntosh, S. (2013). *Converging Media: A New Introduction to Mass Communication.* ISBN-13: 9780199342303

***Note:** Additional sources will be referenced throughout the course as needed.

Course Objectives: Upon successful completion of this course students will:

1.) Conceptualize, produce, and present audio and visual materials;
2.) Demonstrate knowledge of content production principles to communicate messages through multiple channels for target audiences; and
3.) Identify needs associated with creating messages for multiple channels and distinguish the differences between each channel.
4.) Justify their approaches to storytelling.
5.) Evaluate and revise their messages meet the needs of each channel.

Program Outcomes: This course meets the following educational outcomes:

1.) Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
2.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.
3.) Create mediated messages and expression appropriate to the area of emphasis.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:
Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4240	**Proposed New Course Title:** Research Analytics and Performance **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Rsch Analytics and Performance
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: EMAC 3060. Application of research methods, principles, and tools related to emergent media. This course explores various techniques for presenting data in a professional setting and for the general public. Using data analytics, this course requires students to propose research designs to collect data about the communication landscape.

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 is a Major Requirement course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 4240 Research Analytics and Performance 3-0-3

Course Description
Prerequisite: EMAC 3060. Application of research methods, principles, and tools related to emergent media. This course explores various techniques for presenting data in a professional setting and for the general public. Using data analytics, this course requires students to propose research designs to collect data about the communication landscape.

Rationale:
This course is required for all students in the EMAC program.

Text:
Sponder, M. (2013). *Social Media Analytics: Effective tools for Building, Interpreting, and Using Metrics.* McGraw-Hill. ISBN: 978-0071824491

Research articles will also be used in conjunction with relevant textbooks.

Course Objectives: Upon successful completion of this course students will be able to:

1.) Demonstrate knowledge of the techniques of developing research, data collection, data analysis, data interpretation, and data reporting in multiple settings;
2.) Demonstrate knowledge of the terms, formulas, and methodologies used by media researchers and analysts; and
3.) Evaluate and reconstruct research designs to meet new research questions that emerge after synthesizing data previously collected.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.
2.) Students will demonstrate knowledge of global and regional perspectives in areas such as the arts, humanities, sciences, and social sciences.
3.) Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.
4.) Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

Student Learning Outcomes: This course meets the following educational outcomes:

1.) Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
2.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4300	**Proposed New Course Title:** Digital Media III: Emergent Design **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Emergent Design
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

Lecture Hours: 1	**Lab Hours:** 4	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: EMAC 3020 and EMAC 4200. Application of emergent media technologies for message construction. This course explores digital media, tools, and techniques for integrated multi-channel campaigns. Topics include augmented reality, cloud-based technologies, mobile technologies, gamification, audience analysis, and aesthetics. Students will complete a digital project for their portfolio.

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 is a Major Requirement course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

EMAC 4300 Digital Media III: Emergent Design 1-4-3

Description:
Prerequisites: EMAC 3020 and EMAC 4200. Application of emergent media technologies for message construction. This course explores digital media, tools, and techniques for integrated multi-channel campaigns. Topics include augmented reality, cloud-based technologies, mobile technologies, gamification, audience analysis, and aesthetics. Students will complete a digital project for their portfolio.

Rationale:
This course is required for all students in the EMAC program.

Text: Dewdney, A. & Ride, P. (2006). *The Digital Media Handbook.* ISBN: 978-0415307123

Additional sources will be referenced throughout the course as needed.

Course Objectives:
Upon successful completion of this course students will:

1.) Create effective visual, written, and oral communication.
2.) Develop collaborative multi-media projects.
3.) Conceptualize, produce, and present complex emerging media projects using a variety of digital tools and techniques.
4.) Develop critical perspectives of emerging media through creative research and experimentation.

Program Outcomes:
This course meets the following educational outcomes:

1.) Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
2.) Produce effective communication that meets current standards of correctness and style, and presents material appropriate for the target audience.
3.) Create mediated messages and expression appropriate to the area of emphasis.

General Educational Outcomes

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation
Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4320	**Proposed New Course Title:** Economics of Emergent Media **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Economics of Emergent Media
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Every other semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Sophomore standing. Examination of economic practices specific to emerging media. This course explores the economic structure of traditional media systems, as well as the changing economic structures that drive emergent media and its success. Potential topics include audience measurement and delivery, ownership, cross-media platforms, and fiscal stability.

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 is a Major Requirement course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Sample Syllabus

EMAC 4320 Economics of Emergent Media 3-0-3

Course Description
Prerequisite: Sophomore standing. Examination of economic practices specific to emerging media. This course explores the economic structure of traditional media systems, as well as the changing economic structures that drive emergent media and its success. Potential topics include audience measurement and delivery, ownership, cross-media platforms, and fiscal stability.

Rationale:
This course is required for all students in the EMAC program.

Text:
Ulin, J. (2013). *The Business of Media Distribution.* Focal Press. ISBN - 0240824237

Ryan, M. (2010). *Producer to Producer.* Michael Weise Productions. ISBN – 978-1-932907-75-9

Course Objectives: Upon successful completion of this course, students will:

1.) Demonstrate an understanding of economic concepts in relation to emergent media.
2.) Identify major economic factors in media.
3.) Compare various media sectors and their audience.
4.) Demonstrate an understanding of audience communication.

Program Outcomes: This course meets the following departmental educational outcomes:

1.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Nicole Cox
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) EMAC 4340	**Proposed New Course Title:** Emerging Media for Professionals **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Emerging Media for Prof.
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Annually

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Senior standing. Exploration of professional communication practices for emerging media. This course explores communication within and between emerging media professionals, and the various publics and audiences with whom they interact.

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 is a Major Requirement course for the proposed degree, Emergent Media and Communication. This course meets Valdosta State University's initiative to offer more online courses to VSU students, including non-traditional and distance learners.

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.) This course will help fulfill the Complete College Georgia initiative.

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.) Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

☐ Other:

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

Approvals: Dept. Head:	Date: 1-29-15
College/Division Exec. Comm.:	Date: 2/2/15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

EMAC 4340 Emerging Media for Professionals 3-0-3

Course Description:
Prerequisite: Senior standing. Exploration of professional communication practices for emerging media. This course explores communication within and between emerging media professionals, and the various publics and audiences with whom they interact.

Rationale:
This course is required for all students in the EMAC program.

Text:
Whalen, D. J. (2007). *The Professional Communications Toolkit.* Sage Publications. ISBN - 9781412927161

Course Objectives: Upon successful completion of this course, students will:

1.) Demonstrate an understanding of the role of communication in professional life.
2.) Produce various professional messages appropriate for different audiences.
3.) Prepare professional presentations.
4.) Write research-based persuasive messages.
5.) Identify ethical implications of communication in professional settings.

Program Outcomes: This course meets the following departmental educational outcomes:

1.) Analyze communication needs of the audience, then design and implement programs to satisfy those needs.
2.) Analyze and evaluate different cultural, historical, and ethical perspectives in communication.
3.) Create mediated messages and expression appropriate to the area of emphasis.

General Education Outcomes:

1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

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Request for a Revised Course
Valdosta State University

Date of Submission: 11/18/2014 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	Nicole Cox

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

MDIA 4952 EMAC Seminar

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 4952	Course Prefix and Number: EMAC 4952
Credit Hours: 3	Credit Hours: 3
Course Title: EMAC Seminar	Course Title: EMAC Seminar
Pre-requisites: Restricted to seniors	Pre-requisites: Restricted to seniors
Course Description: A capstone seminar course in which students will compile a final portfolio of work completed during progress through the major, for evaluation by classmates and the instructor. Students will also be given additional assignments in preparation for work in the professional setting.	Course Description: A capstone seminar course in which students will compile a final portfolio of work completed during progress through the major, for evaluation by classmates and the instructor. Students will also be given additional assignments in preparation for work in the professional setting.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2015	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. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The change in course prefix will align the course with other newly created Emergent Media and Communication (EMAC) courses. This course is part of the proposed EMAC degree, in which all course prefixes are EMAC (rather than MDIA).

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Plans for assessing the effectiveness of the course: Written assignments, tests, class participation, exercises, projects, and/or other materials as required in an online course.

Approvals:	
College/Division Exec. Comm.:	Date: 2/2/15
Dept. Head:	Date: 1-29-15
Dean/Director:	Date: 2-2-15
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: January 29, 2015

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☒ Core ☐ Senior ☐ Graduate

Current Catalogue Page Number: 274	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Learning Support Programs

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
LEARNING SUPPORT POLICY Learning Support programs are intended to serve non-traditional students who are not prepared for Core Curriculum courses and need additional preparation in mathematics and English. Non-traditional students are defined as students who have been graduated from high school for a minimum of five years or students who hold a General Education Diploma (GED) and their class has graduated at least five years ago. Students who have been away from formal education at least five years and have attempted fewer than 30 semester hours are also eligible for this category. Students who are required to take Learning Support courses because they do not meet the minimum requirement on the COMPASS for exemption are subject to this policy. 1. During the first semester of enrollment, students must first register for all required Learning Support courses for which they are eligible to register before being allowed to register for other courses. 2. Until Learning Support requirements have been satisfied, students shall not be permitted to take credit courses which require the content or skills of the learning support courses as prerequisites. ENGL 0099 is a prerequisite for college-level English courses. MATH 0097 and MATH 0099 are prerequisites for college-level mathematics, physics, and chemistry courses. 3. Students may not accumulate more than 20 semester hours of college-level credit before completing all Learning Support requirements. Students who accumulate 20 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. 4. No degree credit will be earned in Learning Support courses, but institutional credit will be awarded. 5.	Learning Support is a generic term for programs designed to prepare students for, or to assist students with, collegiate work. Institutions must serve students who fall below USG placement standards and have the flexibility to develop more rigorous academic criteria with which their students must comply. Learning Support programs are intended to serve students who need additional support in mathematics or English (reading/writing). Students who may be served within the Learning Support program are: 1. Students who do not meet USG criteria to exempt Learning Support placement. 2. Students who are determined by the institution to need academic assistance even though they are eligible to be admitted without Learning Support requirements under USG policy. 3. Students who elect to enroll in Learning Support courses in order to prepare for core curriculum courses. No degree credit will be earned in Learning Support courses but institutional credit will be awarded. Learning Support Attempts and Exit A. An attempt is defined as an institutional credit course in which a student receives any grade or symbol except "W" or "WM. B. If students do not complete requirements for Foundations-level English or mathematics in two attempts, they will be suspended for a calendar year. Suspended students may be considered for readmission before the end of one year if they can provide evidence that they have taken measures to improve their skills. C. Students who have been suspended from

Students enrolled in both Learning Support courses and credit courses may not withdraw from a Learning Support course with a "W" unless they also withdraw from credit courses. 6. Students will not be permitted to take the exit COMPASS in an area until they have met all requirements for eligibility in the exit-level Learning Support course. (The exit level mathematics course is MATH 0099.) 7. Students required to enroll in Learning Support courses are allowed three semesters in which to satisfy all exit requirements. Students in the third semester of Learning Support courses are limited to a total of 12 hours, including Learning Support courses. Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students who have not exited a Learning Support course at the end of the third semester of eligibility will be suspended by the University System and the institution for three years. In unusual circumstances, a student may appeal for one additional semester. If granted the additional attempt, the student may enroll in only the Learning Support course. 8. To exit a Learning Support area, students must successfully complete the exit level Learning Support course in that area, meet any established institutional standards, and attain at least the University System minimum COMPASS scores of 37 in Math and 60 in English.	the institution without completing Learning Support requirements may complete their Learning Support requirements and additional collegiate-level work at SACSCOC-accredited Technical College System of Georgia institutions during the year of suspension. D. There are no limits on attempts in corequisite Learning Support courses. E. Students will exit Learning Support by successfully passing ENGL 1101 with a C or higher and MATH 1101 or 1111 with a D or higher. Courses with Learning Support Prerequisites or Corequisites A. Students who are required to enroll in Learning Support courses are not permitted to enroll in credit courses that require the content or the skills of the prerequisite courses, although institutions may establish corequisite requirements for core curriculum courses. B. Institutions shall inform students of those collegiate courses that have Learning Support prerequisites or corequisites. The following core curriculum areas require students to complete or exempt certain Learning Support requirements. • Completion or exemption from Foundations-level Learning Support English is a prerequisite for Social, Natural, and Physical Science courses. (Additional areas for exit or exemption such as Learning Support Mathematics are at the discretion of the institution.) • Completion or exemption from Foundations-level Learning Support English or placement into corequisite English is required for placement into college-level English courses. • Completion or exemption from Foundations-level Learning Support mathematics or placement into corequisite mathematics is required for placement into college level mathematics courses. • Completion or exemption from Foundations-level Learning Support mathematics is a prerequisite for physics and chemistry courses. • Institutions may set higher prerequisite standards, such as completion of Learning Support requirements at the corequisite level. • Any courses with prerequisite of any other college-level course would require exit or exemption from related Learning Support requirements.

	• It is recommended that courses such as music, art, and drama remain open for students with Learning Support requirements whenever possible. USG-mandated Enrollment in Learning Support Courses A. The following requirements apply to those students who have USG-mandated Learning Support requirements. Institutions are not required to apply them to students who exceed the USG requirements even though such students may have institutionally-mandated Learning Support requirements: • During each semester of enrollment, a student must first register for all required Learning Support courses before being allowed to register for other courses. This policy also applies to part-time students. Two exceptions are possible: • If two Learning Support areas are required and a student is enrolled in at least one Learning Support course, a freshman orientation course or physical education or other activity or performance course may be taken that semester instead of one of the required Learning Support courses. • In the event that a required Learning Support course is not available, a student may enroll in a course for degree credit if the student has met the course requirements, subject to the written approval of the president or designee. • Students who have accumulated a maximum of 30 semester hours of college-level credit and have not successfully completed required Learning Support courses may enroll only in Learning Support courses until requirements are successfully completed. Students with transfer credit or credit earned in a certificate or prior degree program who are required to take Learning Support courses for their current degree objectives may earn up to 30 additional hours of college-level credit. After earning the additional hours, such students may enroll in Learning Support courses only. Institutions have the authority to limit accumulation of college-level credit to 20 hours.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Board of Regents Acade,oc amd Student Affairs Handbook 2.9
http://www.usg.edu/academic_affairs_handbook/section2/C769

☐ 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.) **BOR mandated policy change**

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.) **BOR mandated policy change**

Approvals:	
Department Head: Alicia Robertson	Date: 2/5/15
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): J G Weaver for Andy Clark	Date: 2/5/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010