# VALDOSTA STATE UNIVERSITY

## ACADEMIC COMMITTEE PACKET

## ACADEMIC COMMITTEE

**MONDAY,**
**January 11, 2016**

## 2:30 p.m.

**BALLROOM A**
**STUDENT UNION**

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

ACADEMIC COMMITTEE
AGENDA
January 11, 2016

1. Minutes of the November 9, 2015 meeting. (pages 1-2) were approved by email November 11, 2015.

2. **COLLEGE OF ARTS AND SCIENCES**
   a. Revised course prerequisites PADM 7090 (pages 3-5)
   b. Revised course prerequisites PADM 7410 (pages 6-8)

3. **GRADUATE SCHOOL**
   a. Revised Thesis requirements (pages 9-12)
   b. Revised Language Proficiency Requirements for student applicants whose first language is not English (pages 13-15)
   c. Revised Language Proficiency Requirements for student applicants whose first language is not English – MBA (pages 16-18)

4. **COLLEGE OF THE ARTS**
   a. New course PERS 2240 (pages 19-28)
   b. Revised course prefix MAIC 7999 (pages 29-31). Deactivation MDIA 7999.
   c. Revised course prefix MAIC 7200 (pages 32-34). Deactivation COMM 7200.
   d. Revised course prefix MAIC 7100 (pages 35-37). Deactivation COMM 7100.
   e. Revised course prefix MAIC 5000 (pages 38-40). Deactivation COMM 5000.

5. **COLLEGE OF BUSINESS**
   a. New course BUSA 3100 (pages 41-48)
   b. Revised admission requirements for the College of Business (pages 49-51)
   c. New course BUSA 3999 (pages 52-55)
   d. New course BUSA 2999 (pages 56-59)
   e. Revised degree requirements for the BBA – Area F and Required Senior College Curriculum (pages 60-62)
   f. Revised course number, credit hours BUSA 1105 (pages 63-65) Deactivation BUSA 2000.
   g. Revised Core Area E (pages 66-89)

6. **COLLEGE OF EDUCATION**
   a. Deactivation of MED in Secondary Education (page 90)
   b. Deactivation of MED in Reading Education (page 91)
   c. Revised number or transfer hours for the EDD in Curriculum & Instruction (pages 92-94)
   d. Revised number of transfer hours for the EDD in Leadership (pages 95-97)
   e. Revised Master of Marriage and Family Therapy narrative (pages 98-100)
   f. Revised dismissal requirements for the Master of Marriage and Family Therapy (pages 101-103)
   g. Revised Area F for the BA in Psychology (pages 104-105)
   h. Revised Area F for the BS in Psychology (page 106-107)
   i. Revised Senior College Curriculum for the BA and BS in Psychology (pages 108-109)
   j. Revised minor in Psychology (pages 110-112)
   k. Revised prerequisite PSYC 3500 (pages 113-115)
   l. New course PSYC 6610 (pages 116-125)
   m. Revised course title, and description for PSYC 7020 (pages 126-128)
   n. Revised Outcome Assessments for the MED in Adult and Career Education – Career and Technical Education Option (pages 129-131)
   o. Revised Outcome Assessments for the EDD in Adult and Career Education (pages 132-134)
   p. Revised Outcome Assessments for the BSED in Workforce Education – Career and Technical Education Option (pages 135-137)
   q. Revised Outcome Assessments for the BAS in Human Capital Performance – Online Bachelor Completion Option (pages 138-140)
   r. Revised prerequisites for ACED 4160 (pages 141-143)
   s. Revised prerequisites for ACED 4070 (pages 144-146)
   t. Revised prerequisites for ACED 4050 (pages 147-148)
   u. Revised prerequisites for ACED 3150 (pages 149-151)
   v. Revised prerequisites for ACED 4020 (pages 152-153)
   w. Revised degree requirements and outcome assessment for the MED in Health and Physical Education (pages 154-156)
   x. New course KSPE 7141 (pages 157-166)
   y. New course KSPE 7171 (pages 167-175)
   z. New course KSPE 7261 (pages 176-184)
   aa. Revised course credit hours, title and description KSPE 7150 (pages 185-187)
   bb. Revised course credit hours, and description (pages 188-190)
   cc. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education (pages 191-193)
   dd. New course KSPE 8210 (pages 194-203)
   ee. Revised course description KSPE 8300 (pages 204-206)
   ff. Deactivation of KSPE 2800, 3860, 4090, 4250, 4650, 7050, 7060, 7080, and 7100 (pages 207-208)
   gg. Revised narrative for the Master of Library Science (pages 209-211)
   hh. Revised Progression, Retention, Dismissal, and Readmission Policies for the Master of Library Science (pages 212-214)
   ii. Revised graduation requirements for the Master of Library Science (pages 215-217)
   jj. Revised degree requirements for the Master of Library Science (pages 218-220)
   kk. Revised degree requirements for the Master of Library Science – Reference Sources and Services Track (pages 221-223)
   ll. Revised degree requirements for the Master of Library Science – Technology Track (pages 224-226)

mm. Deactivation of the Health Sciences Librarianship track for the Master of Library Science (pages 227-229)
nn. Information –catalog copy for the Master of Library Science changes item gg-mm (page 230-233)
oo. New course MLIS 7510 (pages 234-242)
pp. New course MLIS 7540 (pages 243-251)
qq. Deactivation of the MLIS 7111 and 7170 (pages 252-253)
rr. Deactivation of the MLIS 7500, 7505, and 7550 (pages 254-255)

**7. Miscellaneous**

a. Policy statement for the catalog (pages 256-257)

**8. Pending items**

b. Revised course CHEM 1010 – USG General Education Council approval
c. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
d. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
e. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)
f. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)
g. Name change of Speech Communication to Communication – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 9, 2015

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

Members Present: Dr. Michelle Ritter, Dr. Gary Futrell, Dr. Patti Campbell, Dr. Nicole Cox, Dr. Lorna Alvarez-Rivera, Dr. Frank Flaherty, Dr. Ellis Heath (Proxy for Dr. Ray Elson), Dr. Ellis Head, Dr. Michelle Ritter (Proxy for Dr. Katherine Lamb), Ms. Laura Carter (Proxy for Dr. Linda Floyd), Ms. Laura Carter, Ms. Jessica Lee and Dr. Xiaoai Ren.

Members Absent: Ms. Catherine Bowers, Dr. Marc Pufong, Ms. Sarah Arnett, Dr. Kristen Johns, Dr. Ray Elson, Dr. Katherine Lamb, Dr. Lars Leader, and Dr. Linda Floyd.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Dereth Drake.

The Minutes of the October 19, 2015 meeting were approved by email on October 21, 2015. (pages 1-6).

## A. College of Education

1. New course, Early Childhood Education (ECED) 3000, "Special Topics in Early Childhood Education", (SPEC TOPICS IN ECE – 3 credit hours, 2 lecture hours, 1 lab hour, and 3 contact hours), was approved effective Summer Semester 2016. (pages 8-15a).

2. Revised Educational Outcomes for the BA and BS in Psychology was approved effective Fall Semester 2016. (pages 15b-17).

3. New course, Psychology (PSYC) 4025, "Human Memory", (HUMAN MEMORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 18-26).

## B. College of Nursing and Health Sciences

1. Revised degree requirements for the BSN – RN to BSN were approved effective Fall Semester 2016 with the effective changed from Spring 2016 to Fall 2016 and the credit hours corrected for NURS 4226 to 5. (pages 27-29).

2. New course, Nursing (NURS) 3104, "RN-BSN Pathophysiology for the Practicing Nurse", (RN-BSN PATHOPHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the description changed to read – An overview of pathophysiology… . (pages 30-36).

3. New course, Nursing (NURS) 4104, "RN-BSN Nursing Informatics", (RN-BSN NSG INFORMATICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the description changed to read – An examination and application of information technology to decision making in client care. The course focuses on concepts of informatics and the use of Health Care Systems. (pages 37-42).

4. Revised credit hours, prerequisites and description, Nursing (NURS) 3106, "RN-BSN Health Assessment Across the Lifespan", (RN-BSN HLTH ASSESS LIFESPAN – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Spring Semester 2016 with the description changed to read – Prerequisites: Completion of NURS 3104 and 3105 with a grade of "C" or better. Assessment… . (pages 43-45).

5. Revised credit hours, prerequisites and description, Nursing (NURS) 4204, "RN-BSN Community Health Nursing Care", (RN-BSN COMMUNITY HLTH – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Spring Semester 2016 with the description changed to read – Prerequisites: Completion of NURS 3104, 3105, 3106, 3216, 4104, and 4105 with a grade of "C" or better. A study of holistic nursing care to promote and preserve the health… . (pages 46-48).

6. Revised credit hours, prerequisites and description, Nursing (NURS) 4226, "RN-BSN Professional Nursing Practice", (RN-BSN PROF NURS PRACTICE – 5 credit hours, 2 lecture hours, 6 lab hours, and 8 contact hours), was approved effective Spring Semester 2016 with the description changed to read – Prerequisites: Completion of all other RN-BSN curriculum with a grade of "C" or better. A capstone course combining nursing theory, online discussions, clinical

practice, and experiential learning activities. The course emphasizes professional nursing care of individuals, groups, and populations at the point of care. (pages 49-51).

7. Deactivation of the Clinical Nurse Leader Track of the MSN was approved. (pages 52-53).

**C. College of Arts and Sciences**

1. Revised catalog narrative and requirements for the Dual Degree Program in Engineering were approved effective Fall Semester 2015. (pages 218-221).

Respectfully submitted,

Stanley Jones
Registrar

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GRADUATE SCHOOL

# Request for a Revised Course
Valdosta State University

**Date of Submission:** 11-9-2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| POLS | Dr. Robert Yehl |

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

PADM 7090 Policy Analysis

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: PADM 7090 | Course Prefix and Number: PADM 7090 |
| Credit Hours: 3 | Credit Hours: 3 |
| Course Title: Policy Analysis | Course Title: Policy Analysis |
| Pre-requisites:PADM 7060 | Pre-requisites:_____ |
| Course Description: A systematic survey of the theories, basic concepts and approaches associated with empirical analysis of public policies. Topics include problems and uses of analysis, with reliance on case studies. | Course Description: A systematic survey of the theories, basic concepts and approaches associated with empirical analysis of public policies. Topics include problems and uses of analysis, with reliance on case studies. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Every fourth 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: Per the original curriculum change (2012).

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

☒ Other: A curriculum change was made in 2012 removing PADM 7090 as a core course and replaced with PADM 7410; however, the required change in the course catalog was never completed.

| Approvals: | | |
|---|---|---|
| College/Division Exec. Comm.: Connie Richards | Date: | 11/17/15 |
| Dept. Head: | Date: | 11/10/15 |
| Dean/Director: Connie Richards | Date: | 11/18/15 |
| Graduate Exec. Comm.(if needed): J. T. DeWitt | Date: | 12-1-15 |
| Graduate Dean (if needed): J. T. DeWitt | Date: | 12-1-15 |
| Academic Committee: | Date: | |

Form last updated: November 10, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

## Request for a Revised Course
Valdosta State University

**Date of Submission:** 11-9-2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| POLS | Dr. Yehl |

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

PADM 7410 Performance Analysis for Government andNon-Governmental Organizations

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: PADM 7410 | Course Prefix and Number: PADM 7410 |
| Credit Hours: 3 | Credit Hours: 3 |
| Course Title: Performance Analysis for Government and Non-Governmental Organizations | Course Title: Performance Analysis for Government and Non-Governmental Organizations |
| Pre-requisites: | Pre-requisites: PADM 7060 |
| Course Description: An overview of performance measurements and analysis for public and non-profit organizations. | Course Description: An overview of performance measurements and analysis for public and non-profit organizations. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Every other 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: Per original curriculum change (2012).

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

☒ Other: In 2012 this course was added to the core; in order for students to successfully complete a basic understanding of methods is required.

**Plans for assessing the effectiveness of the course:**

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

Form last updated: November 10, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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

| **Current Catalogue Page Number:** 23-24 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2016 |
|---|---|

**Degree and Program Name: Graduate School**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| THESIS<br>All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. General thesis regulations are furnished by the Graduate School:<br>http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php.<br>When a thesis is required, the approved, defended thesis must be submitted to the Graduate School not less than 14 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. After the Graduate School's review and approval, two copies of the thesis (plus others, if required by the department), signed by the major professor, the members of the Thesis Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 5 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format on a jump drive or CD to the University Archives for its online repository (a V-text submission form must accompany the copy). Copies of the Binding Fee form and the V-text form may be printed from the Thesis and Dissertation Information page.<br>Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Dean of | THESIS<br>All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. General thesis regulations are furnished by the Graduate School:<br>http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php.<br>When a thesis is required, the approved, defended thesis must be submitted to the Graduate School not less than 21 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. After the Graduate School's review and approval, two copies of the thesis (plus others, if required by the department), signed by the major professor, the members of the Thesis Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 35 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format to the University Archives for its online repository. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page.<br>Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Dean of |

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| the Graduate School will notify the Registrar's Office to authorize the student's graduation.24<br>DISSERTATION<br>Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.<br>All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a "satisfactory" or "unsatisfactory" basis. General dissertation regulations are furnished by the Graduate School: http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php. The approved, defended dissertation must be submitted to the Graduate School no fewer than 14 days before the scheduled date of graduation. The Dissertation Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, two copies of the dissertation (plus others, if required by the department), signed by the Dissertation Chair and members of the Dissertation Committee, the Dean of the College of Education and Human Services or the Dean of the College of Arts and Sciences, and the Dean of the Graduate School, shall be submitted to the library no fewer than 5 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format on a jump drive or CD to the University Archives for its online repository (a V-text submission form must accompany the copy). Copies of the Binding Fee form and the V-text form may be printed from the Thesis and Dissertation Information page.<br>Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree or the D.P.A. degree. The Dean of the Graduate School will | the Graduate School will notify the Registrar's Office to authorize the student's graduation.24<br>DISSERTATION<br>Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.<br>All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a "satisfactory" or "unsatisfactory" basis. General dissertation regulations are furnished by the Graduate School: http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php. The approved, defended dissertation must be submitted to the Graduate School no fewer than 21 days before the scheduled date of graduation. The Dissertation Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, two copies of the dissertation (plus others, if required by the department), signed by the Dissertation Chair and members of the Dissertation Committee, the Dean of the College of Education and Human Services or the Dean of the College of Arts and Sciences, and the Dean of the Graduate School, shall be submitted to the library no fewer than 35 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format to the University Archives for its online repository. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page.<br>Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree or the D.P.A. degree. The Dean of the Graduate School will |

| | |
|---|---|
| notify the Registrar's Office to authorize the student's graduation. | notify the Registrar's Office to authorize the student's graduation. |

**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 Due to large numbers of dissertation and thesis submissions each semester, the deadline is being changed from two weeks to three weeks before 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.) **Dissertations and theses for reviews.**

**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. **Turnaround review time will be monitoried.**
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

| **Approvals:** | |
|---|---|
| Department Head: J. T. DeLa | Date: 11-16-15 |
| College/Division Exec. Committee: J. T. DeLa | Date: 11-16-15 |
| Dean(s)/Director(s): J. T. DeLa | Date: 11-16-15 |
| Graduate Exec. Comm.: (for grad program) J. T. DeLa | Date: 12-1-15 |
| Graduate Dean: (for grad program) J. T. DeLa | Date: 12-1-15 |
| 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:** 8 , http://catalog.valdosta.edu/graduate/graduate-school/application-procedures/, "Application Procedures" section | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2016 |
|---|---|

**Degree and Program Name: Graduate School**

| **Present Requirements:** 1. Language Proficiency Requirement<br>Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or proof of having completed ELS Language Centers' level 109. Minimum acceptable scores on the TOEFL are:<br>• 523 on the paper-based test<br>• 193 on the computer-based test<br>• 70 on the internet-based test.<br>The minimum acceptable score on the IELTS is 6.0.<br>Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement. | **Proposed Requirements:** (highlight changes after printing) 1. Language Proficiency Requirement<br>Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or completion of Level 6 at VSU's English Language Institute with a B average or better. Minimum acceptable scores on the TOEFL are:<br>• 523 on the paper-based test<br>• 193 on the computer-based test<br>• 70 on the internet-based test.<br>The minimum acceptable score on the IELTS is 6.0.<br>Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement. |
|---|---|

**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 Deleting references to old scoring systems for the ELS Language Centers and adding ELI option to maintain consistency with the International Applicants section of the catalog.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Recommendation of International Programs**

☐ **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. **Application numbers and the application process will be monitored by the Graduate School and International Programs.**

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

| **Approvals:** | |
|---|---|
| Department Head: J. T. LaPlat | Date: 11-16-15 |
| College/Division Exec. Committee: J. T. LaPlat | Date: 11-16-15 |
| Dean(s)/Director(s): J. T. LaPlat | Date: 11-16-15 |
| Graduate Exec. Comm.: (for grad program) J. T. LaPlat | Date: 12-1-15 |
| Graduate Dean: (for grad program) J. T. LaPlat | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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

| **Current Catalogue Page Number:** 10 , http://catalog.valdosta.edu/graduate/graduate-school/application-procedures/, "International Applicants" section | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2016 |
|---|---|

**Degree and Program Name: Graduate School**

| **Present Requirements:** Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), completion of Level 6 at VSU's English Language Institute with a B average or better, or proof of having completed ELS Language Centers' level 109.<br>Minimum acceptable scores on the TOEFL are:<br>• 523 on the paper-based test<br>• 193 on the computer-based test<br>• 70 on the internet-based test.<br>The minimum acceptable score on the IELTS is 6.0. Please note: the M.B.A. program only accepts TOEFL scores.<br>Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement. | **Proposed Requirements:** (highlight changes after printing) Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or completion of Level 6 at VSU's English Language Institute with a B average or better.<br><br>Minimum acceptable scores on the TOEFL are:<br>• 523 on the paper-based test<br>• 193 on the computer-based test<br>• 70 on the internet-based test<br>The minimum acceptable score on the IELTS is 6.0. Please note: the MBA program only accepts TOEFL scores and completion of Level 6 at VSU's English Language Institute with a B average or better. Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement. |
|---|---|

**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 Deleting references to old scoring systems for the ELS Language Centers and expanding the MBA's language proficiency requirements to include graduates of VSU's English Language Institute, thus facilitating the transition from ELI to successful graduate matriculation.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Recommendation of International Programs and discussions with the College of Business Administration to enhance recruitment.**

☐ **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. **Application numbers and the application process will be monitored by the Graduate School, International Programs, and LCOBA.**

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

| **Approvals:** | |
|---|---|
| Department Head: T. J. Pl | Date: 11-16-15 |
| College/Division Exec. Committee: T. J. Pl | Date: 11-16-15 |
| Dean(s)/Director(s): T. J. Pl | Date: 11-16-15 |
| Graduate Exec. Comm.: (for grad program) T. J. Pl | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. J. Pl | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 10/30/2015 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:** Music | **Faculty Member Requesting:** Steven Taylor |
| **Proposed New Course Prefix & Number:** (See course description abbreviations in the catalog for approved prefixes) PERS 2240 | **Proposed New Course Title:** Shape-note Singing and The Sacred Harp<br>**Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Shape-note Singing |
| **Semester/Year to be Effective:** Fall 2016 | **Estimated Frequency of Course Offering:** Once per year |

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

| | | |
|---|---|---|
| **Lecture Hours:** 2 | **Lab Hours:** 0 | **Credit Hours:** 2 |

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to shape-note singing and The Sacred Harp, examining the history and culture of this regional music. This course will explore the early American music of the 19th century shape-note literature, its authors and composers, and context in world music. Students will learn to sing using the shape-note method.

**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: To provide students with a richer understanding of the history and culture of shape-note singing and The Sacred Harp in our region.

**Source of Data to Support Suggested Change:**

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student surveys administered in MUSC 1100 Music Appreciation indicate an interest in this subject.

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

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

**Data Sources:**

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

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

☐ Other:

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

| **Approvals:** | |
|---|---|
| Dept. Head: | Date: 11/10/15 |
| College/Division Exec. Comm.: | Date: 11/13/15 |
| Dean/Director: | Date: 11-16-15 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

## NEW PERSPECTIVES COURSE REQUEST

1. Perspectives Category: *Tradition and Change*

2. Perspectives Area (1-7): *2*

3. Full Course Title: *Shape-note Singing and* The Sacred Harp

4. Course Developers (must be at least two, from at least two different disciplines. If of the same department, please list the appropriate disciplines):
Primary Developer: *Steven Taylor, Music*

Secondary Developer: *John Crowley, History*

Additional Developer(s): *Christine James, Philosophy and Religious Studies*

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

*Shape-note singing has a multi-faceted history. It is an embodiment of religious expression, social interaction, and communal artistic endeavor in America during the 19th century. It continues in the South, where it has become a unique cultural heritage. Shape-note singing encompasses the subjects of educational techniques, marketing, folk music, singing schools, religious movements, community life, and frontier society.*

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

Students will be able to:

*Sight sing simple music written in shape notation.*

*Lead singing in traditional shape-note style.*

*Discuss the origins and history of shape-note singing.*

*Identify and describe the origins of diverse tunes and poetry incorporated in shape-note song books.*

*Discuss the social and religious context of singing schools and community singing from early America to the present.*

*Discuss the lives and work of the major shape-note authors and their context in early American and world music.*

*Describe the contributions of Native American and African American authors to the singing school movement and shape-note literature.*

*Relate the regional cultural heritage of shape-note singing to world musical culture.*

*Assess the strengths and limitations of shape-note systems as musical/educational devices.*

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

*At least one paper on a major topic.*
*Regular written assessments on all topics covered.*
*Oral examination and performance testing.*

8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one?
*An entry assessment to determine students' abilities could be compared with later examinations in order to track progress, especially for the singing portion of the course. This can also be done for all topics to provide data on students' progress toward the goals of the course.*

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

Critical thinking skills: *Assessing the use of shape-note systems as educational devices. Relating how American singing schools and shape-note singing fit into the larger world context. Evaluating how African American, European, and Native American singing relate historically.*

Use of computer and information technology: *Researching topics for a term paper or support for oral presentations. Communicating and interacting with shape-note singing communities on-line.*

Oral communication skills: *This course will provide a significant amount of class time for students to demonstrate what they are learning in front of the class.*

Written communication skills: *At least one paper for the term on a major topic.*

10. Describe general topics which you feel would be appropriate for inclusion in the course. Note that future instructors may have areas of expertise that differ from those of the original course developers; a topics list (and the course catalog description) should suggest a framework for the course but should not exclude the potential contributions of those with a different interdisciplinary "perspective."
*The singing school movement from England to 19th century America*

*Community singing in rural and frontier America*

*The Great Awakening and shape-note music*

*The shape-note musical systems*

*19th century American singing school masters and their shape-note books*

*B.F. White and the Georgia singing school masters*

*The singing conventions of Georgia, Alabama, etc.*

*Song writers of* The Sacred Harp

*Native American shape-note history and tradition*

*African American shape-note history and tradition*

*Modern shape-note singing*

11. What other Perspectives courses present topics that might overlap with the material listed above? This question is asked to suggest other kinds of interdisciplinary interactions, not to preclude the development of any particular course.
*PERS 2695 - World Music possibly, but the overlap would be small if any.*

12. Are you aware of other courses elsewhere in the VSU catalogue that cover the same territory as your proposed course? If so, what are they and how does your course differ?
*No.*

13. Date Submitted: *April 20, 2015*

14. Signatures:

Developer

Developer

**Course Syllabus**
**PERS 2240 Shape-note Singing and *The Sacred Harp* credit hrs: 2-0-2**
**An introduction to shape-note singing and *The Sacred Harp***
**VSU College of the Arts, Department of Music**

**Instructor:** Steven Taylor
**Phone:** 229-219-1270
**Email:** staylor@valdosta.edu
**Office:** Room 2020, Fine Arts Building
**Schedule and Office Hours:** http://www.valdosta.edu/~staylor/schedule.html

**Course Texts:** *The Sacred Harp: A Tradition and Its Music*, Buell Cobb, 2004
*The Sacred Harp* (Cooper Edition), 2012

**Course Objectives:** On successful completion of this course, students will be able to:

Sight sing simple music written in shape notation.
Lead singing in traditional shape-note style.
Discuss the origins and history of shape-note singing.
Identify and describe the origins of diverse tunes and poetry incorporated in shape-note song books.
Discuss the social and religious context of singing schools and community singing from early America to present.
Discuss the lives and work of the major shape-note authors and their context in early American and world music.
Describe the contributions of Native American and African American authors to the singing school movement and shape-note literature.
Relate the regional cultural heritage of shape-note singing to world musical culture.
Assess the strengths and limitations of shape-note systems as musical/educational devices.

**General Educational Outcomes:** (VSU General Educational Outcomes: Area B, Area C, Area E, Learning goal 1 & 3, and NASM standards VII D 1 a (3)

Students will demonstrate knowledge of the history of early American shape-note music, its cultural context, and its regional development through reading assignments and examinations.

Students will develop the ability to apply analytical, historical, and empirical knowledge to shape-note singing activities.

Students will demonstrate an understanding of shape-note music concepts through research assignments and presentations.

Students will employ computer technology and internet research capabilities as part of course discussions.

**Assignments:**

Students will be expected follow the schedule for all learning units on Blazeview. Each unit will contain reading assignments and will be followed by a quiz. Singing lessons will be practiced in class and singing progress will be evaluated through oral examinations, which will be listed on the calendar on Blazeview. A final paper on a major topic dealing with shape-note singing will be due the last day of class. Details about final paper requirements will be described on Blazeview.

**Course Outline:** (Schedule for these units will be on the Blazeview Calendar)

I. Background - The Singing Schools

II. Shape-notes and early American song books

III. *The Sacred Harp*

A. The Rudiments and basic terminology

1. Rhythm

2. Meter

3. Notes and rests

4. Scales and intervals

5. Repeats, Da Capo, etc.

6. Beating time, walking time, and leading

7. Singing exercises

B. Sources and styles

C. Authors

D. Editions

E. Singing conventions

IV. Other shape-note books

V. Native American and African American singing

VI. Shape-note singing in the 20th century

**Evaluation:**

Attendance and class participation 25%

| | |
|---|---|
| Quizzes | 25% |
| Oral examinations | 25% |
| Final paper | 25% |

**Grading Scale:** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.

**Attendance Policies:**

*The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . 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 receive a failing grade in the course.*

All students who miss the roll will be considered absent. Students will be excused and recorded present when they have legitimate excuses outside of their control, such as, but not limited to: medical, transportation, and legal problems that prevent their attendance. Students must provide advance notice if they cannot be present for an examination. Failure to do so may lead to a zero grade for that exam if no legitimate excuse is provided, as outlined above for attendance. Any behavior that falls short of full attentiveness in class, such as: talking to your neighbor, using a cellphone, text messaging, etc., will lower your attendance grade appropriately. Personal electronic devices can only be used in class to access the class web material. Students who create a disruption to the class for other students will be dismissed immediately on the first offense and may be dropped with a failing grade for disrupting class after the first offense.

**Special Accommodations:**

*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).*

**Academic Integrity:**

*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.*

http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php

**Credit Hour Definition:**

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time

and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses.

A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for class. Thus, a 3 credit-hour lecture course will require an average of 6 hours per week of work outside of class.

*These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectations for student academic activity as it relates to college credit. With such investments of time, the average student in an average course might reasonably expect to make an average grade, or C. Earning a higher grade may require more than this average investment of expected student academic activity.*

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

## Request for a Revised Course
Valdosta State University

**Date of Submission:** 09/29/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Communication Arts | David Nelson |

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

MDIA 7999 Thesis/Project

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: MDIA 7999 | Course Prefix and Number: MAIC 7999 |
| Credit Hours: | Credit Hours: |
| Course Title: Thesis/Project | Course Title: |
| Pre-requisites: | Pre-requisites: |
| Course Description: Culminating research or creative project is undertaken during the final semesters of study. Students may register for 1 to 6 credit hours. Minimum of 6 hours is required for this course. May be repeated for credit. | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Fall 2016 | Once 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:

☐ Adopting current best practice(s) in field:

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

☒ Other: The prefix is being updated to match other previously approved curriculum changes in the degree program.

**Plans for assessing the effectiveness of the course:** There is no change in course assessment.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11/16/15 |
| Dept. Head: | Date: 11-13-15 |
| Dean/Director: | Date: 11-16-15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 12, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

## Request for a Revised Course
Valdosta State University

**Date of Submission:** 09/29/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Communication Arts | David Nelson |

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

COMM 7200 Qualitative Research Methods in Communication

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: Comm 7200<br>Credit Hours: 3-0-3<br>Course Title: Qualitative Research Methods in Communication<br>Pre-requisites:<br>Course Description: Survey of qualitative research methods used to conduct systematic inquiry into communication topics including ethnography, interviews, focus groups, and textual analysis. The course provides practical experience in information-collection design and analysis. | Course Prefix and Number: MAIC 7200<br>Credit Hours:<br>Course Title:<br>Pre-requisites:<br>Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Once 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:

☐ Adopting current best practice(s) in field:

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

☒ Other: The prefix is being updated to match other previously approved curriculum changes in the degree program.

**Plans for assessing the effectiveness of the course:** There is no change in course assessment.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11/16/15 |
| Dept. Head: | Date: 11-13-15 |
| Dean/Director: | Date: 11/16/15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 12, 2015

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## Request for a Revised Course
Valdosta State University

**Date of Submission:** 09/29/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Communication Arts | David Nelson |

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

COMM 7100 Quantitative Research Methods in Communication

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: Comm 7100<br>Credit Hours: 3-0-3<br>Course Title: Quantitative Research Methods in Communication<br>Pre-requisites:<br>Course Description: An advanced investigation of research methodologies used in the study of communication with in-depth study of research design and data management used in basic and applied research settings; study of descriptive, exploratory, and inferential statistical application; practical interpretations of computer assisted data analysis. | Course Prefix and Number: MAIC 7100<br>Credit Hours:<br>Course Title:<br>Pre-requisites:<br>Course Description: |
| **Semester/Year to be Effective:**<br>Spring 2016 | **Estimated Frequency of Course Offering:**<br>Once 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:

☐ Adopting current best practice(s) in field:

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

☒ Other: The prefix is being updated to match other previously approved curriculum changes in the degree program.

**Plans for assessing the effectiveness of the course:** There is no change in course assessment.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11/16/15 |
| Dept. Head: | Date: 11-13-15 |
| Dean/Director: | Date: 11-16-15 |
| Graduate Exec. Comm.(if needed): T. Zhu | Date: 12-1-15 |
| Graduate Dean (if needed): T. Zhu | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 12, 2015

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

## Request for a Revised Course
Valdosta State University

**Date of Submission:** 09/29/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Communication Arts | David Nelson |

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

Comm 5000 Communication Theory

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: Comm 5000 | Course Prefix and Number: MAIC 5000 |
| Credit Hours: 3-0-3 | Credit Hours: |
| Course Title: Communication Theory | Course Title: |
| Pre-requisites: | Pre-requisites: |
| Course Description: Review of theories of communication in a variety of contexts in the discipline. The use of theory construction, theory building, and theory analysis will be studied. Topics include rhetorical theories and artifacts, persuasion contexts, nonverbal communication theories, and organizational theories and strategies. | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Once 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:

☐ Adopting current best practice(s) in field:

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

☒ Other: The prefix is being updated to match other previously approved curriculum changes in the degree program.

**Plans for assessing the effectiveness of the course:** There is no change in course assessment.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11/16/15 |
| Dept. Head: | Date: 11-13-15 |
| Dean/Director: | Date: 11-16-15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 12, 2015

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/16/2015 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:**<br>Management & Healthcare Administration | **Faculty Member Requesting:**<br>Eric B. Howington |
| **Proposed New Course Prefix & Number:**<br>(See course description abbreviations in the catalog for approved prefixes)<br>BUSA 3100 | **Proposed New Course Title:**<br>Business Analytics<br>**Proposed New Course Title Abbreviation:**<br>(For student transcript, limit to 30 character spaces)<br>Business Analytics |
| **Semester/Year to be Effective:**<br>Fall 2016 | **Estimated Frequency of Course Offering:**<br>each semester |

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

| | | |
|---|---|---|
| **Lecture Hours:** 45 | **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: BUSA 2100. Introduces a variety of modeling and analytic techniques used to make decisions and improve processes. Topics include: multiple regression analysis, time series analysis, optimization, and simulation. Applications include: economic forecasting, supply chain management, and project management. Business examples and applications are the foundation of instruction.

**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 would serve as a senior core requirement for all BBA majors. Every organization executes analytics regardless of its primary business orientation.

☒ Adopting current best practice(s) in field: Business has seen a proliferation in the availability of data. This course introduces many of the basic techniques used by managers to make data-driven decisions.

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

☐ Other:

**Source of Data to Support Suggested Change:**

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. 1) Proliferation of analytics methods in common business applications. 2) Addition of analytics courses to the curriculum of other top business schools.

☐ 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.)

BUSA 3100 Business Analytics Learning Objectives: Students will be able to 1) generate and interpret linear regression models and use them for decision making; 2) generate and interpret common forecasting models and use them for decision making; 3) perform cluster analysis and build classification models and use them for decision making; 4) generate and interpret simulation models and use them for decision making; 5) formulate and solve linear programming models and use them for decision making; 6) formulate and solve integer programming models and use them for decision making.

Assessment for the course is though homework, exams, and a course project.

Homework and exams will be used in the assessment of each learning objective. Students will demonstrate the ability to apply several quantitative skills developed over the semester in their course project.

☐ Other:

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

| | |
|---|---|
| **Approvals:**<br>Dept. Head: | Date: 16 Nov 15 |
| College/Division Exec. Comm.: | Date: 11/16/15 |
| Dean/Director: | Date: 11/16/2015 |
| Graduate Exec. Comm.:<br>(for graduate course): | Date: |
| Graduate Dean:<br>(for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

# BUSA 3100: Business Analytics

Section A (CRN TBD)

**Instructor:** Dr. Eric B. Howington,
**Title:** Associate Professor, Dept. of Management & Healthcare Administration
**Office:** HSBA 3109 (Health Science & Business Administration Building)
**Office Phone:** 229-245-3876
**Email:** ebhowington@valdosta.edu

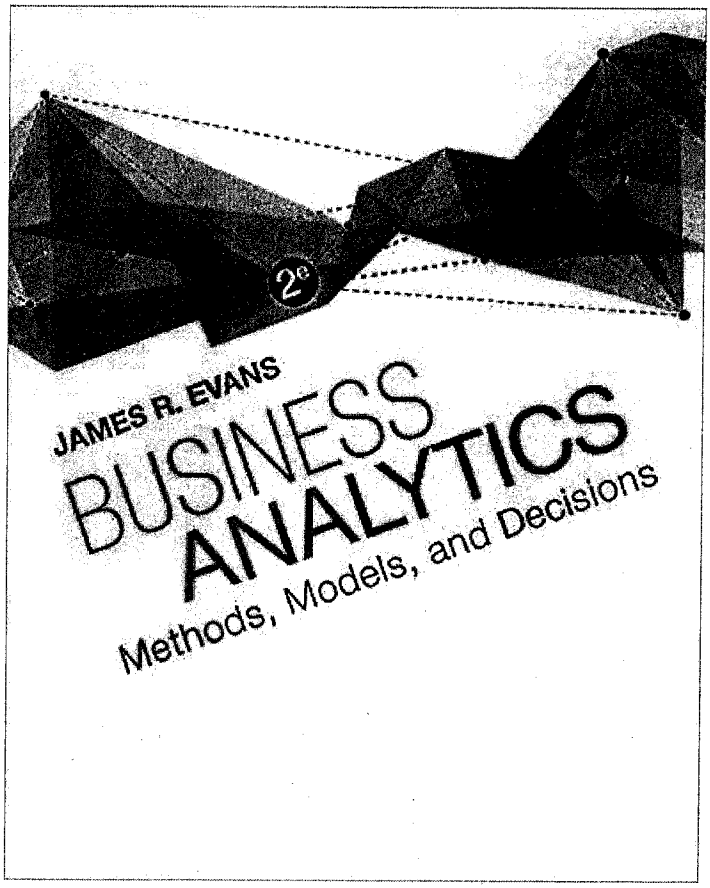
**Course Info**
Day & Time: To Be Announced Location: To Be Announced

**Office Hours:** Monday and Wednesday: 2 pm – 5 pm; other times available by appointment.

**Prerequisites:** BUSA 2100 Applied Business Statistics.

**Course Description: (3 credit hours)** Businesses make decisions and improve processes using a variety of modeling and analytic techniques. This course reviews basic statistical tools, then introduces the student to the techniques of multiple regression analysis, time series analysis, data mining, optimization, and simulation for solving a variety of business problems. Applications include economic forecasting, supply chain management, and project management. Student assignments focus on using spreadsheet models for problem solving. Business examples and applications are the foundation of instruction.

**Materials:**
1) Required: *Business Analytics: Methods, Models, and Decisions (2e)* by James R. Evans (ISBN: 978-0321997821)
2) Required: Computer with Microsoft Excel.
3) Required: Analytic Solver Platform for Education (an Excel add-in from Frontline Systems).




**Supplementary Materials:** Copies of PowerPoint handouts, data files, practice exams, video tutorials, web links and other supporting course content will be posted to the class BlazeView D2L page: http://www.valdosta.edu/academics/elearning/blazeview-d2l.php

**Calculator & Software:** You will need a hand-held calculator for this class. Please choose a calculator that you are comfortable with and know how to use. *Note: Other electronic devices (like cell phones, ipods, PDAs, etc.), though they may have calculator applications, will not be permitted on tests.*

Additionally, we will use Microsoft Excel, the Analytic Solver Platform for Education Excel add-in, and the SPSS statistical software available in the North Campus computer labs.



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**VSU General Education Outcomes:**
This course addresses two of VSU's general education outcomes:

*VSU General Education Outcome #3*: Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, **spreadsheets**, database management systems, or **statistical packages**. They will be able to find information using computer searching tools.

*VSU General Education Outcome #5*: Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and be **able to collect, analyze, and interpret data**. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to **use basic knowledge of statistics to interpret and to analyze data**. They will be able to **evaluate arguments based on quantitative data**.

**Langdale College of Business Administration Goals and Learning Objectives:**
This course addresses several of LCOBA's goals and objectives:

The programs of the Langdale College of Business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Less than one-third of the business programs in the United States have achieved this distinction of quality. To maintain our commitment to quality, the Langdale College faculty and administration have identified goals and learning objectives that provide students with the knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers. The goals and learning objectives addressed by this course are:

Goal: Business majors will be able to effectively utilize analytical skills to solve business problems.
Students will
1. demonstrate analytical skills
2. utilize analytical skills to resolve business problems

Goal: Business majors will be competent in the use of technology. Students will
1. use appropriate technology to search for & gather business information.
2. use appropriate technology to assimilate & analyze business information.
3. use appropriate technology to communicate business information.

**BUSA 3100 Business Analytics Learning Objectives:**

Students will be able to...
1. generate and interpret linear regression models and use them for decision making.
2. generate and interpret common forecasting models and use them for decision making.
3. perform cluster analysis and build classification models and use them for decision making.
4. generate and interpret simulation models and use them for decision making.
5. formulate and solve linear programming models and use them for decision making.
6. formulate and solve integer programming models and use them for decision making.

**Schedule of Topics:** (This is a tentative schedule and may be subject to change.)

** Consult BlazeView throughout the semester for the exact sections covered in each chapter.
Dates for exams will be announced in class at least one week prior to exam date.

| **Module 1: Descriptive Analytics** | Textbook Chapters |
|---|---|
| Week 1: Introduction to Business Analytics | 1, 2 |
| Week 2: Brief Review of Descriptive Statistics, Probability Models | 3, 4, 5 |
| Week 3: Brief Review of Statistical Inference and Estimation | 5, 6, 7 |
| Week 4: Linear Models: Simple Linear Regression | 8 |
| Week 5: In-class Case Study; **Midterm Exam #1 (CH 1-8)** | |
| | |
| **Module 2: Predictive Analytics** | |
| Week 6: Linear Models: Multiple Linear Regression | 8 |
| Week 7: Forecasting Models | 9 |
| Week 8: Data Mining: Cluster Analysis & Classification | 10 |
| Week 9: Spreadsheet models and Analysis | 11 |
| Week 10: Monte Carlo Simulation and Risk Analysis | 12 |
| Week 11: In-class Case Study; **Midterm Exam #2 (CH 8-12)** | |
| | |
| **Module 3: Prescriptive Analytics** | |
| Week 12: Linear Optimization | 13 |
| Week 13: Applications of Linear Programs | 14 |
| Week 14: Integer Optimization | 15 |
| | |
| Week 15: Project Presentations | |
| **Comprehensive Final Exam (CH 1-15)** | |

**Homework & Quizzes:** Homework will be assigned regularly. Most homework assignments will require use of computer software. Homework assignments will be posted to BlazeView with detailed instructions and due dates. Short quizzes will be assigned occasionally. These quizzes will be administered via BlazeView. Ample time will be provided to complete all online quizzes. Quizzes often allow multiple attempts where the high score counts. Homework, along with quizzes, makes up 25% of your final grade.

**Analytics Project:** A business analytics group project will be assigned during the last half of the semester. Groups will be determined during week 6. Topic proposals are due week 9. All projects will involve a written report and oral presentation during the last week of the semester. Your group projects make up 15% of your final grade.

**Exams:** There will be two regular midterm exams this semester. Dates for the exams will be communicated in class and posted to the course BlazeView page. Due to the cumulative nature of this course, all exams *may* refer to any material covered since the beginning of the course. Exams will be administered in the computer lab and will use Excel software. Specific details for each exam will be communicated at least one week prior to each exam. All midterms are 75-minute timed exams.

**Final Exam:** There will be a comprehensive final exam at the end of the term. The final exam will be a 2-hour timed exam. The final exam will be given during the time slot specified by the *Langdale College exam schedule*.

**Course Grade:** Your course grade will reflect your *performance*, not effort.

| | |
|---|---|
| Quizzes/Homework | 25 % |
| Analytics Project | 15 % |
| Midterm #1 | 15 % |
| Midterm #2 | 20 % |
| Comprehensive Final Exam | 25 % |
| | 100 % |

**Final Letter Grades:** Your final letter grade will be determined based upon your earned scores. *Guaranteed* grade cut-offs are: A – 90% or better, B – 80% or better, C – 70% or better, and D – 60% or better. Grade cut-offs may be adjusted *downward* at the discretion of the instructor.

If you experience difficulty in this course, consult with your instructor immediately. If you wait until the last few weeks of class to get help from the instructor, it is too late!

**Extra Credit Assignments:** If there are any opportunities for extra credit, they will be available to the entire class. There will be no *individual* extra credit opportunities.

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

**Late Assignments:** Late assignments may be accepted at the instructor's discretion at a penalty of 10% per day late. If you know you will miss class, avoid late penalties by turning in your homework ahead of time or emailing it to your instructor on or before the original due date.

**Attendance:** The VSU attendance policy will be followed. Roll will be taken each class session.

In addition, here is the University Attendance Policy from the VSU catalogue:

"The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. 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 receive a failing grade in the course.*"

**Students with Disabilities:** Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (V/VP), and 229-219-1348 (TTY). For more information, please visit http://valdosta.edu/access or email: access@valdosta.edu. The Access Office will provide the instructor will appropriate documentation and details about what accommodations are allowed. It is the student's responsibility to contact the instructor and request accommodations at the appropriate times.

**Academic Honesty:** Students are expected to follow the Student Code of Conduct, as published by VSU: "Academic integrity is the responsibility of all VSU faculty and students... *Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct* and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics." The full Student Code of Conduct is available at the following web address:
http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

**Penalties for Academic Integrity Violations:** For a student involved in Academic integrity Violations, a Report of Academic Dishonesty will be completed and submitted to the Student Conduct Office in the Dean of Students Office. The report will remain in the Dean of Students Office and become a part of the student's disciplinary record. Any form of cheating on an exam will result in a final grade of F in the course.

**Cell Phones:** Upon entering class, turn your cell phone off or onto "silent ring." Do not disrespect your instructor or fellow classmates by using your cell phone during class.

**Email:** Please call the IT Helpdesk at 229-245-4357 if you have questions or need assistance with your VSU email. Initial emails will be sent through VSU email, hosted by Office 365, with course information and the syllabus. After the first day of the semester, all course communication will be through BlazeView email and/or VSU email.

**Professional, Respectful Email:** Your email should be professional and respectful. If these criteria have not been met, you should not expect to receive a response. Your email should contain a descriptive subject line. Please send your email with a descriptive subject line that contains your course name (ex: BUSA 3100 A). Use the instructor's title and name at the beginning of the email (ex: Dr. Howington,). In the body of the email, please use precise, grammatically correct language to avoid misunderstandings or misinterpretations. If a document must be attached, please let me know you are attaching a document. Please make sure you have identified yourself and leave contact information at the end of the email.

**Withdrawals:** Students may withdraw from courses after drop/add until mid-term with a grade of "W." After mid-term, a student may withdraw from a class *only for non-academic hardships*. A petition for exception will be required. All other withdrawals after mid-term will be considered "WF." It is the responsibility of the student to complete the withdrawal process. Effective Fall 2010, all undergraduates are limited to five (5) course withdrawals during their entire enrollment at VSU. See the VSU catalog for full details of the "5 W policy." You may not withdraw to avoid sanction for academic dishonesty.

**Food and Drinks:** No Food or drinks (except for bottled water) are allowed in LCOBA classrooms. Also, in LCOBA computer labs or computer classrooms, bottled water is not allowed.

**Fire Escape Plans:** Fire escape plans are displayed just inside the door to each classroom. Please note the fire evacuation procedure for your classroom:

**Student Opinion of Instruction:**
As students in this class, at the end of the term, all of you will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through Banner. You will receive a notification at your VSU e-mail address when the SOI is available, usually at least one week before the end of the term. SOI responses are anonymous, and as your instructor, I will be able to view only a summary of all responses two weeks after final grades have been submitted. Although I will not see individual responses, I will be able to determine who filled out an SOI and who did not. Complete information about SOIs, including how to access them and a timetable for this term, is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

# 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:** | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 1/1/2016 |
|---|---|
| **Degree and Program Name: BBA** | |
| **Present Requirements:** Requirements for Admission to the Harley Langdale, Jr. College of Business Administration<br>Freshman and sophomore students who declare their intention to pursue one of the majors in business administration may be accepted for advising by business faculty or staff.<br>All students who wish to pursue one of the majors in business administration beyond their sophomore year must be accepted to the senior college of the Harley Langdale, Jr. College of Business Administration. Students who meet the following criteria are accepted.<br>1. Completion of all junior college requirements of the Harley Langdale, Jr. College of Business Administration.<br>2. A minimum overall grade point average (GPA) of 2.50 (on a 4.00 scale). The GPA calculation is based on all course work, including transfer credits.<br>3. A minimum grade of "C" in all courses in Area F of the junior college core curriculum.<br>Non-business majors may enroll in 3000- and 4000-level business courses if the business courses are required in their major programs. Other non-business majors may enroll in 3000- and 4000-level business courses only if (a) they have completed at least 60 semester hours prior to the semester of enrollment, (b) they have met the specific prerequisites for the course as listed in the course description, and (c) they have permission of the Dean or Associate Dean of Langdale College. Non-business majors are limited to no more than 29 semester hours of undergraduate business courses, including course work transferred from other institutions | **Proposed Requirements:** (highlight changes after printing) Requirements for Admission to the Harley Langdale, Jr. College of Business Administration<br><br>Upon being admitted to VSU, students are eligible to declare a business major and be admitted into the Langdale College of Business. A minimum grade of "C" in the following courses is required: ACCT 2101 & 2102, BUSA 1105, BUSA 2100, BUSA 2106, BUSA 2201, ECON 2105 & 2106. Students must have at least an overall GPA of 2.0 to take 3000 & 4000 level business courses.<br><br>Non-business majors may enroll in 3000- and 4000-level business courses if they have met the specific prerequisites for the course as listed in the course description and have a 2.0 GPA. Non-business majors are limited to no more than 29 semester hours of undergraduate business courses, including course work transferred from other institutions. |

**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 Student Retention: Other comprehensive universities have adopted a GPA admission requirement of 2.0. To remain competitive and to increase our retention rate, a reduction in the required admission GPA is necessary. Student Completion: In addition, to reducing the expense of college for the student and federal financial aid eligibility, the proposed change is necessary. Students currently take additional courses for the sole purpose of attaining the required GPA for admission into the Langdale College. Students may lose financial aid.

**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.) **Federal Guidelines for Financail Aid. Catalogs of comprehensive universities.**

**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.) **Retention Rates and program growth.**

| **Approvals:** | |
|---|---|
| Department Head: | Date: |
| College/Division Exec. Committee: Sanjay Gupta | Date: 11/16/15 |
| Dean(s)/Director(s): | Date: 11/16/15 |
| 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 NEW COURSE

Valdosta State University

**Date of Submission:** 11/19/2015 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:**<br>Dean's Office | **Faculty Member Requesting:**<br>L.Wayne Plumly |
| **Proposed New Course Prefix & Number:**<br>(See course description abbreviations in the catalog for approved prefixes)<br>BUSA 3999 | **Proposed New Course Title:**<br>Experiential Learning<br>**Proposed New Course Title Abbreviation:**<br>(For student transcript, limit to 30 character spaces)<br>Experiential Learning |
| **Semester/Year to be Effective:**<br>8/1/2016 | **Estimated Frequency of Course Offering:**<br>every semester |

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

| | | |
|---|---|---|
| **Lecture Hours:** N/A | **Lab Hours:** N/A | **Credit Hours:** 0 |

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all students pursuing a Bachelor of Business Administration degree. Students are to complete one of the following: a study abroad experience, an approved internship, or 150 hours of servant leadership activities. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

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

☒ Improving student learning outcomes: students will have a hands-on learning experience outside of the classroom and be better prepared for the job market.

☐ 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. Employer feedback.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The Business Advisory Board of the Langdale College cited weaknesses in our student's college experience.

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

**Data Sources:**

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Employer surveys and director of the Langdale College International Study Abroad Committee.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected by the Langdale College's Career Strategy Coordinator.

☐ Other:

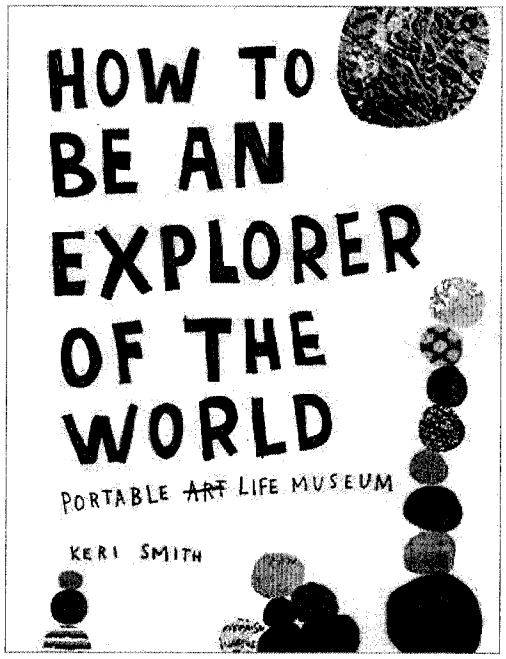
****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

| | |
|---|---|
| **Approvals:**<br>Dept. Head: | Date: 11/17/15 |
| College/Division Exec. Comm.: Sanjay Gupta | Date: 11/30/15 |
| Dean/Director: | Date: 11/20/15 |
| Graduate Exec. Comm.:<br>(for graduate course): | Date: |
| Graduate Dean:<br>(for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

## BUSA 3999: Experiential Learning

Fall 2016: 9:30 to 10:45 AM TTh, Pound Hall Room 120
Aubrey R. Fowler III, arfowler@valdosta.edu
**Office:** HSBA Dean's Suite, 3002N
**Office Telephone:** 245-6458, **Cell Phone**: 229-460-1272
**Office Hours:** 2:00 to 4:30 PM TTh and by appointment




**REQUIRED TEXTS:** Keri Smith, *How to Be an Explorer of the World: Portable Life Museum (2008),* and one of the following: Berdan, Goodman, and Taylor, *A Student Guide to Study Abroad (2013),* or Lauren Berger, *All Work No Pay: Finding an Internship, Building Your Resume, Making Connections, and Gaining Job Experience (2012),* or Cress, Collier, and Reitenauer, *Learning Through Service: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities (2013)*

**OBJECTIVES:** Over the course of the semester, we will:

- Define expectations for the experiential learning opportunity
- Maintain observations of one's experience
- Report about the experiential learning opportunity

## COURSE DESCRIPTION

BUSA 3999 is a zero credit hour course designed to provide students with experiential learning opportunities that will not only give them much needed practical experience but help them to develop their resumes as well as to involve them in their surrounding communities. Students can choose to either complete a study abroad experience, an approved internship, or 150 hours of servant leadership activities. The course is graded as satisfactory/ unsatisfactory and must be completed before students finish 90 academic hours. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

## ASSIGNMENTS

**Experiential Learning Proposal:** Students will complete a two-page single spaced proposal which outlines the path they wish to take: study abroad, internship, or service opportunity. The proposal will also include their timeline of involvement, their expectations for the opportunity that they have chosen, as well as an overview of what they hope to learn from the opportunity.

**Experiential Journal:** Each student will also start and maintain an experiential journal that provides details of the opportunity he or she has decided upon. The journal will be kept throughout the duration of the learning opportunity, and it will also be regularly submitted to the student professor overseeing the opportunity. The journal will also incorporate lessons of observation and experiential learning found in the Keri Smith book.

**Statement of Learning:** At the end of the experiential learning opportunity, each student will submit a five page, single-spaced statement of learning that demonstrates what the student thinks that he or she learned from the opportunity, including information from the student journals as well as required readings and how they assisted with their performance in that opportunity.

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/19/2015 (mm/dd/yyyy)

| **Department Initiating Request:** Dean's Office | **Faculty Member Requesting:** L.Wayne Plumly |
|---|---|
| **Proposed New Course Prefix & Number:** (See course description abbreviations in the catalog for approved prefixes) BUSA 2999 | **Proposed New Course Title:** Career Development<br>**Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Career Development |
| **Semester/Year to be Effective:** 8/1/2016 | **Estimated Frequency of Course Offering:** every semester |

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

| **Lecture Hours:** N/A | **Lab Hours:** N/A | **Credit Hours:** 0 |
|---|---|---|

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all students pursuing a Bachelor of Business Administration degree.Students are to complete a resume, mock interview, and an employment cover letter.This course must be successfully completed before the completion of 90 hours. If an "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

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

☒ Improving student learning outcomes: students will master these basic job-search skills and be better prepared for the job market.

☐ 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. Employer feedback.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Specific assignments collected and observed by the Langdale College's Career Strategy Coordinator. The Business Advisory Board of the Langdale College cited weaknesses in our student's job-search skills.

| |
|---|
| |
| **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?)<br><br>**Data Sources:**<br>☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Employer surveys<br>☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected by the Langdale College's Career Strategy Coordinator.<br>☐ Other: |

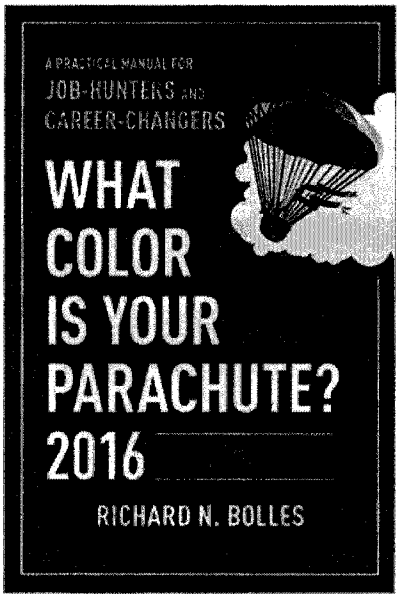
****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

| | |
|---|---|
| **Approvals:**<br>Dept. Head: | Date: 11/17/15 |
| College/Division Exec. Comm.: | Date: 11/30/15 |
| Dean/Director: | Date: 11/20/15 |
| Graduate Exec. Comm.:<br>(for graduate course): | Date: |
| Graduate Dean:<br>(for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

## BUSA 2999: Career Development

Fall 2016: 9:30 to 10:45 AM TTh, Pound Hall Room 120
Aubrey R. Fowler III, arfowler@valdosta.edu
**Office:** HSBA Dean's Suite, 3002N
**Office Telephone:** 245-6458, **Cell Phone**: 229-460-1272
**Office Hours:** 2:00 to 4:30 PM TTh and by appointment




**REQUIRED TEXT:** Richard N. Bolles, *What Color Is Your Parachute? 2016: A Practical Manual for Job-Hunters and Career-Changers*

**OBJECTIVES:** Over the course of the semester, we will:

- Develop and maintain a professional resume
- Participate in a set of mock interviews
- Compose a cover letter and other employment documents
- Prepare a job search plan to be implemented in the final year

## COURSE DESCRIPTION

BUSA 2999 is a zero credit hour course designed to prepare students for the job search to be conducted as they near graduation. In order to be prepared for the job search, students will need to compose a professional resume that captures their education and experience in a way that "stands out" to potential employers. Additionally, the course is designed to assist students to practice the interviewing and application process, including the writing of a cover letter and any additional employment documents necessary for the field in which students wish to enter employment. The course is graded as satisfactory/ unsatisfactory and must be completed before students finish 90 academic hours. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

## ASSIGNMENTS

**Resume:** Students will complete a professional quality resume complete with valid educational and employment experience as well as a brief statement of intent. Each student will then sit with a career counselor who will then make recommendations for improving the resume. Then, the resume will be revised and resubmitted until the counselor deems it complete.

**Cover Letter:** Students will choose three types of employment opportunities of interest to them and write a cover letter and any other documentation for each of those opportunities expressing their interest. If required to do so, students will complete those as well.

**Mock Interview:** During the semester, weekly interview workshops will be conducted. Students enrolled in the course will be required to attend at least two of the workshops to be interviewed by a counselor.

**Job Search Plan:** Each student will also develop an individualized plan for their job search to be conducted in their last year of study. The plan should include dates and deadlines to begin and end the various stages of the job search including identifying potential employers, filling out and sending off applications, customization of resumes for individual opportunities, and any other steps deemed necessary for the search.

**Statement of Learning:** At the end of the semester, each student will submit a two page, single-spaced statement of learning that demonstrates what the student thinks that he or she learned from the course, including information from the required reading and each of the other assignments.

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

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

F

| **Current Catalog Page Number:** N/A | **Proposed Effective Date for Curriculum Change: (Month/Year):** 8/1/2016 | **Degree & Program Name: (e.g., BFA, Art):** BBA |
|---|---|---|

**Present Requirements:**

**Area F Requirements 18**
**BUSA 2201 & BUSA 2106**
**Fundamentals of Computer Applications and The Environment of Business**
**ECON 2105 & ECON 2106**
**Principles of Macroeconomics and Principles of Microeconomics**
**ACCT 2101 & ACCT 2102**
**Principles of Accounting I and Principles of Accounting II**

**Senior College Curriculum 60**
**Required Senior College Core 1**
**BUSA 2000**
**Introduction to Business 1**
**BUSA 2100**
**Applied Business Statistics 3**
**ENGL 2010**
**Writing in the Professions 2**
**FIN 3350**
**Financial Management 3**
**MGNT 3250**
**Management and Organization Behavior 3**
**MKTG 3050**
**Introduction to Marketing 3**
**BUSA 4900**
**Business Policy 3**

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

Area F Requirements (1) 18 hours
BUSA 1105 Introduction to Business
BUSA 2106 The Environment of Business
BUSA 2201 Fundamentals of Computer Applications
ECON 2106 Principles of Microeconomics
ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II

Senior College Curriculum (2) (3) 60 hours
Required Senior College Core (1)
BUSA 2100 Applied Business Statistics 3 hours
BUSA 3100 Business Analytics 3 hours
FIN 3350 Financial Management 3 hours
MGNT 3250 Management and Organization Behavior 3 hours
MKTG 3050 Introduction to Marketing 3 hours
BUSA 4900 Business Policy 3 hours

International Select Option (3 hours):
ECON 3600 International Economics
FIN 3659 Multinational Corporate Finance
IB 3000 International Business
MKTG 4680 International Marketing
MGNT 4800 International Management

BUSA 2999 Career Development 0 hours
BUSA 3999 Experiential Learning 0 hours

(1) The grade in each of these courses must be a "C" or better.
(2) If PERS 2799 Introduction to Personal Finance is not taken in Area B, it must be taken as a general elective.
(3) If ECON 2105 is not taken in Area E, it must be taken as a general elective.

60

**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: By adding a personal finance course, business analytics course, a career development requirement, an experiential learning requirement, and an international course to the curriculum, our students will be much better prepared for today's labor market. These changes were suggested by the Taskforce on Curriculum Redesign in LCOBA and the LCOBA Business Advisory Board.

☒ Adopting current best practice(s) in field: Comprehensive universities in Georgia have added a business analytics course to their senior curriculum.

☐ 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. Employers and Business Advisory Board.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) LCOBA's Assurance of Learning Committee will evaluate program changes.

**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. Alumni Surveys and Business Advisory Board surveys will provide indirect impact measures
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) LCOBA's Assurance of Learning Committee will directly assess knowledge and skills learned by these changes by course embedded questions and by external instruments
.

**Approvals:**

Department Head: Date:

College/Division Exec. Committee: Sanjay Gupta Date: 11/30/15

| | |
|---|---|
| Dean(s)/Director(s): | Date: 11/20/15 |
| Grad. Exec. Committee:<br>(for graduate course) | Date: |
| Graduate Dean:<br>(for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

## Request for a Revised Course
Valdosta State University

**Date of Submission:** 11/16/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Dean's Office | L. Wayne Plumly |

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

BUSA 2000 Introduction to Business

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: BUSA 2000 | Course Prefix and Number: BUSA 1105 |
| Credit Hours: 1 | Credit Hours: 3 |
| Course Title: Introduction to Business | Course Title: No Change |
| Pre-requisites:none | Pre-requisites:No Change |
| Course Description: Overview of the types of business organizations and business procedures. Topics include the economic environment, businesses and their role in the economy, business management and leadership, the global economy, the role of consumers, accounting, and personal financial management | Course Description: No Change |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| 1/1/2016 | every semester |

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Other comprehensive universities have this course as a 3-hour offering. This change will allow us to offer a more comprehensive introduction to business course.

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

☒ Other: The Board of Regents requires that the introduction to business course be called BUSA 1105. This change would place us in compliance with the BOR guidelines for course name and numbering.

| |
|---|
| **Plans for assessing the effectiveness of the course:** This course will be assessed as part of the overall BBA program assessment using course embedded measures. |

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11/16/15 |
| Dept. Head: | Date: 11/17/15 |
| Dean/Director: | Date: 11/20/15 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: November 16, 2015

# Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E or Overlays.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

Requests for courses to meet overlay requirements in US Perspectives, Global Perspectives, or Critical Thinking:

- See Academic and Student Affairs Handbook, Section 2.4.3 US, GL, and CT Learning Goals (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.3_us_gl_and_ct_learning_goals)

## There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.



ICLE

# Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: **http://core.usg.edu/core_forms/course_proposal_form**

**Please do not delete any pages of this document.**

1. **Institution**:

2. **This is a proposal for** (mark one box below):

| | |
|---|---|
| [ ] | **Change in an already-approved course only, no change in Area or Overlay.** A change in a course that is already approved for Areas A-E and/or an Overlay at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.) |
| | **Course change information:** |
| | **From:** |
| | **To:** |
| [X] | Placement of a course into the **Areas A – E** or an **Overlay** of the Core Curriculum |

3. **Course Subject** (e.g., philosophy): Economics

4. **Course Prefix and Number** (e.g., PSYC 1101) : **ECON 2105**

5. **Course Title** as it appears (or will appear) in catalog: Principles of Macroeconomics

6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): **3-0-3**

7. **Provide a catalog description of the course** in the box below.

An introduction to macroeconomic concepts and their application to aggregate economic activity. Factors influencing rates of economic growth, employment, and inflation are emphasized. Measures of aggregate economic activity and policies to control it are covered.

## Common Course Prefixes, Numbers, and Descriptions

**Does this course use a common course prefix and number *as listed in the Academic and Student Affairs Handbook Section 2.4.10*? (Please review the list of common course prefixes, numbers and descriptions at** Academic and Student Affairs Handbook, section 2.4.10 ] )

| | |
|---|---|
| [X] | Yes |
| [ ] | No |

***If you responded "no,"*** is a common course prefix and number available for this course?

| | |
|---|---|
| | Yes |
| | No |

If you responded "no" that you are **not using a common course prefix** and number, and "yes" that **a common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

## CORE AREAS (A-E)

**Mark all CORE AREAS (A-E) that this course is requested to satisfy.**. For Core Areas that you have **marked**, state your institution's approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

| | |
|---|---|
| | **Area A (English, Mathematics)** |
| | Approved learning outcome(s): |
| | Explain how the course satisfies the learning outcome(s): |
| | **Area B (Institutional Options)** |
| | Approved learning outcome(s): |
| | Explain how the course satisfies the learning outcome(s): |
| | **Area C (Humanities, Fine Arts, Ethics)** |
| | Approved learning outcome(s): |
| | Explain how the course satisfies the learning outcome(s): |
| | **Area D (Natural Sciences, Mathematics, Technology)** |
| | Approved learning outcome(s): |
| | Explain how the course satisfies the learning outcome(s): |
| | **If Area D, select appropriate major(s):** |
| | math/science majors |
| | health professions majors |
| | non-math/science/health professions majors |
| X | **Area E (Social Sciences)** |
| | Approved learning outcome(s): |
| | Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time. |
| | Explain how the course satisfies the learning outcome(s): |
| | Students will learn how free markets operate, how individuals, businesses, and governments operate in this system, how the federal government's monetary and fiscal policies historically operate in the context of recessions and economic booms to achieve maximum employment and economic growth as well as low level of inflation. |

## OVERLAY REQUIREMENTS

**Mark all OVERLAY REQUIREMENTS that this course is requested to satisfy**. For Overlay requirements that you have **marked**, state your institution's approved learning outcome(s) for that Overlay, and explain how this course will satisfy your institution's approved learning outcomes.

| | |
|---|---|
| X | **Learning Goal I - US Perspectives** |
| | Approved learning outcome(s): |
| | Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development |
| | Explain how the course satisfies the learning outcome(s): |
| | Students will learn how the economic system operates in the United States and the influence of government policies and social structures |
| X | **Learning Goal II - Global Perspectives** |
| | Approved learning outcome(s): |
| | Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world |
| | Explain how the course satisfies the learning outcome(s): |
| | Students will learn how other economies operate around the world and the role of government in other societies. |
| X | **Learning Goal III - Critical Thinking** |
| | Approved learning outcome(s): |
| | Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences |
| | Explain how the course satisfies the learning outcome(s): |
| | Students will learn various economic models and policies to produce viable solutions to economic problems such as recession, inflation, distribution of income, and unemployment. |

Courses proposed to satisfy **overlay** requirements (***if you checked a box immediately above***) must **also** be part of a core Area (Areas A-E). Indicate which core area(s) this course is already approved for or is proposed to be approved for.

| | |
|---|---|
| | **Area A (English, Mathematics)** |
| | Already approved. |
| | Proposed for approval via this proposal |
| | **Area B (Institutional Options)** |
| | Already approved. |
| | Proposed for approval via this proposal |
| | **Area C (Humanities, Fine Arts, Ethics)** |
| | Already approved. |
| | Proposed for approval via this proposal |
| | **Area D (Natural Sciences, Mathematics, Technology)** |
| | Already approved. |
| | Proposed for approval via this proposal |
| | **Area E (Social Sciences)** |
| | Already approved. |
| X | Proposed for approval via this proposal |

8. **In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.**
If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

| |
|---|
| As the mission of Valdosta State University states, this course serves a diverse student population and prepares them for the needs of a changing global society. We expect our students not only to be good citizens, but also to be productive members of our society. This course helps to achieve this goal in multiple ways. Students will gain a better understanding of the economic environment that impacts our lives: how government impacts our jobs, our work, our investments; what we can anticipate during recessions and economic booms; students will also have a better understanding of the economic issues they will face as voters. The class also helps students improve their analytical skills and their numerical literacy – both skill sets keep getting more and more important in the globalized marketplace. |

## Course Prerequisites:

| |
|---|
| **Learning Support Prerequisites or Corequisites** (enter "none" if not applicable): None |
| **Other Prerequisites** (enter "none" if not applicable): |
| **Course Co-requisites** (enter "none" if not applicable): |

## Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,
- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

**Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (*Courses that are required of all students at your institution do not count here.*)**

| | |
|---|---|
| X | Yes |
| | No |

If yes, which program or programs?

| |
|---|
| Bachelor of Business Administration (BBA) |

Please review section **2.4.7** of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

9. **Course approval by institution**

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

| Date | Level or approving body |
|---|---|
| 10/22/2015 | Langdale College Curriculum Committee |
| 10/29/2015 | Langdale College Executive Committee |
| 11/02/2015 | Langdale College Faculty |
| | |
| | |

10. **Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

| | |
|---|---|
| | Yes |
| X | No |

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

| | |
|---|---|
| | Approved |
| | Denied |
| | Withdrawn |
| | Tabled |

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?

## Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Academic Advisory Committee to review this proposal. You can find a list of Academic Advisory Committees at http://www.usg.edu/academic_planning/committees/

Business Administration, Management, & Economics

Please provide the following contact information:

| | |
|---|---|
| **VPAA Name:** | Dr. Brian Gerber |
| **VPAA Email Address:** | blgerber@valdosta.edu |
| **VPAA Phone Number:** | 229-333-5950 |
| **VPAA Mailing Address:** | Valdosta State University, Valdosta, Georgia 31698 |

Please paste a **syllabus** (**generic**, rather than one from a specific instructor) or a Common Course Outline with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment in Word format in the space below.

**Paste syllabus here.....**

**Professor and Graduate Assistant Information** (Table 1)

| | |
|---|---|
| ***Professor:*** Dr. Cindy Tori<br>Ph.D. economics, University of KY<br><br>***Department***: Economics and Finance<br>Langdale College of Business<br>Valdosta State University<br><br>***Office:*** 3002M HSBA Building<br>VSU North Campus | ***Contact Information:***<br>229-245-2246 (office)<br>229-460-0374 (cell)<br>crtori@valdosta.edu<br><br>***Office Hours:***<br>MW 10:30am-12:00pm<br>MW 1:30pm-3:00pm<br>And by appointment |
| ***Graduate Assistant:*** Virag Dobra<br><br>***Office:*** HSBA 3019<br>VSU North Campus | ***Contact Information:***<br>vdobra@valdosta.edu<br>***Office Hours:***<br>Tuesdays 2:00pm-4:00pm |

**Course Description** (Table 2)

This syllabus is a general plan for the course. If changes are necessary, students will be notified about the changes via announcements in class and VSU email; the revised syllabus will be posted to BlazeVIEW and MyEconLab.

***Description***

Principles of Macroeconomics is an introduction to macroeconomic concepts and their applications to aggregate economic activity. Factors influencing rates of economic growth, employment and inflation are emphasized. Measures of aggregate economic activity and government policies used to influence economic activity are covered.

***Prerequisite***

Although there are no prerequisites for this course, reading comprehension and basic math and graphing skills are needed to succeed.

***Required Course Material***

Economics, Hubbard and O'Brien, 2015. Purchase from www.myeconlab.com. The access code is good for both ECON 2105 and ECON 2016.

- 2-semester access includes eText viewable on PC, Mac, iPad and Android devices. Price: $130.60
- 2-semester access without eText. Price: $75.00

If you previously purchased MyEconLab for the Hubbard and O'Brien Economics 5th edition textbook when enrolled in ECON 2106, you most likely do not need to purchase another Access Code.

All course material and graded assignments/exams will be administered through MyEconLab, an online customized education portal for this course. You must have access to MyEconLab to complete this course.

If you have not previously purchased MyEconLab for the Hubbard and O'Brien Economics 5th edition textbook, you are required to purchase an Access Code for MyEconLab. If you do not have the funds to purchase MyEconLab today, you can sign up for a free 14-day access code. You must pay for MyEconLab before the free 14-day access expires.

***Expected Expenses associated with the course***

MyEconLab, $75 - $130.60; $0 is you have already purchased MyEconLab for Economics, Hubbard and O'Brien 5th edition. All learning activities and graded assignments/exams will be administered through MyEconLab. MyEconLab Registration Handout provides information about how to register and enroll in MyEconLab. If you have used or are using Mylab for other courses, you do not need to create a new account. The specific instructions and Course ID are listed under the MyEconLab header in the syllabus.

Calculator, cost varies. $0 is you already own a calculator that solves numerical problems. You will not be able to use your cell phone as a calculator when taking the final exam.

***Chapter Outlines***

An outline of course material covered in class is available in BlazeVIEW under the Course Content tab.

## MyEconLab Registration and Sign-In Instructions (Table 3)

To register for **ECON 2015 A Principles of Macroeconomics**

1. Go to www.MyEconLab.com
2. Under Register, click Student.
3. Enter the **Course ID: tori61277**, and click Continue
   [The School ID is your VSU Student ID (87 number)]
4. If you have an existing account with Pearson (for example, MyITLab, Mastering, MyMathLab...), enter your Pearson username and password. Click Sign in.
5. If you do NOT have an existing account, click Create. Write down your new Pearson username and password to help you remember them.
6. Select an access option.
   - Use the access code that came with your textbook or that you purchased from the bookstore.
   - Buy access using a credit card or PayPal account.
   - Use the 14 day temporary access (The link is near the bottom of the screen).

For video instructions

1. Visit www.MyEconLab.com
2. Scroll halfway down the page to Need a little help? and select one of the videos to watch.

To sign in later

1. Go to www.MyEconLab.com
2. Click Sign In.
3. Enter your Pearson Account username and password. Click Sign in.
4. Under MyLab & Mastering New Design on the left, click ECON 2105 A Principles of Macroeconomics to start your work.

**Goal and Objectives** (Table 4)

***Goal***

The primary goal of this course is for students to acquire the basic foundational macroeconomics knowledge that is necessary to succeed in the business curriculum and their chosen field of study. This basic knowledge requires that students master economic concepts, evaluate material and make decisions based upon the economic concepts, and develop problem-solving skills.

***Learning Outcomes***

Valdosta State University is accredited by the Southern Association of Colleges and Schools (SACS). The programs of the Langdale College of Business are accredited by the Association to Advance Collegiate Schools of Business International (AACSB International); fewer than one-third of the business programs in the United States have achieved this distinction of quality. In support of our commitment to quality, the faculty and administration have identified learning goals and outcomes that develop the knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers.

In this course students will

1. demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy.
   (VSU Learning Goals 1 and 3; LCOBA Program Objectives 1and 5; ECON Learning Outcome 1)
2. utilize quantitative skills to solve economic problems.
   (VSU Learning Goals 1 and 3; LCOBA Program Objectives 1 and 5; ECON Learning Outcome 4)
3. be aware of the global business environment.
   (VSU Learning Goals 1, 2 and 3; LCOBA Program Objectives 4 and 5).

Sources:www.valdosta.edu/academics/academic-affairs/vsu-core-curriculum.php, http://www.valdosta.edu/academics/catalog/1516/ugrad/documents/ugrad-1516-5.pdf

Detailed learning objectives for each module and exam are posted in MyEconLab under the Specific Course Information.

***Educational Objectives***

How do you know if you have mastered a concept? You have mastered the course material if you can analyze, synthesize and evaluate a topic; these are considered higher-order thinking skills. *Bloom's Taxonomy of Learning Outcomes* describes six different cognitive levels of learning.[1] Although all six levels of learning will be used in this course, mastery is based primarily on the first four levels. Examples of the six learning levels are:[2]

---

[1] Descriptions of the six levels of learning may be found at http://education.calumet.purdue.edu/vockell/edpsybook/bloom/bloom%27s_taxonomy.htm

[2] These examples are from *eHow's How to Think Like a Genius*, http://www.wikihow.com/Think-Like-a-Genius.

1. Knowledge: Knowing a fact. Knowing 2+2=4, doesn't mean you know what 2+2=4 means.
2. Application: Knowing how to use the fact. You can determine that 2 cats plus 2 cats equals 4 cats. You don't know what 2 + 2 = 4 means, but you can apply it.
3. Comprehension: Understanding a fact. You understand the concept of addition and how 2 + 2 = 4.
4. Analysis: Breaking down information into its parts. 4-2=2; (1+1) + (1+1) = 2+2 = 4.
5. Synthesis: Creating something new. Applying the concept to a new scenario that is previously untested.
6. Evaluation: Discussion of the merits of 2 + 2 = 4.

**Responsibilities** (Table 5)

Mastery of the course material requires that you accept responsibility for your learning and I accept responsibility for designing activities that help you master the course content.

***Student Responsibilities***

You are responsible for your own learning and education. You are expected to

- Attend class regularly. You are expected to be punctual when attending class.
- Come prepared to class. This means you must at least bring paper, pencil/pen and a calculator to class.
- You are expected to read assigned material and work assigned problems before attending class.
- Complete all reading and graded assignments with proper attention and thought by the due dates.
- Listen, ask questions, be involved in class.
- Seek help from me or the tutor as soon as you do not understand a concept. The course content builds upon previous material so seeking clarification quickly is essential to your success in this class.
- Check your VSU email each morning before class.
- Check your BlazeVIEW and MyEconLab accounts regularly. I will post course content that may be needed in class. It is your responsibility to bring the material to class.
- Show me and the other students respect.

***Instructor Responsibilities***

I am responsible for planning and carrying out course instruction, facilitating discussions, expediting availability of lecture notes and course content, and returning assessment materials and email inquiries in a timely fashion. In short, I am here to help you learn and master the course content.

As the instructor, I will

- Come prepared to class.
- Plan classroom and outside activities to achieve the learning objectives.
- Listen, guide and help students to learn.
- Grade homework assignments, quizzes and examinations fairly.
- Show students respect.

***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, which is typically 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 final grades are submitted.

**Additional Support** (Table 6)

***Tutors***
In addition to my and the graduate assistant office hours, the Langdale College of Business provides free tutoring for this course. The tutoring service is located on the third floor of Thaxton Hall. Tutoring is free and available on a regular basis. Once known, the tutor hours will be posted in BlazeVIEW and MyEconLab, and will also be available at the Business Advising Center. For complete information about the Business Advising Center services, visit the Langdale College homepage and select Advising and Registration.

***Student Success Center***
Student learning and success is very important to VSU faculty, staff and administrators. If you are struggling with course material, time management, test anxiety, critical thinking skills, effective note taking or more, you should seek the help and guidance of the Student Success Center. For complete information, visit the Student Success Center website.

***Access Office for Students with Disabilities***
It is important that every student is provided an appropriate learning and testing environment. If you need classroom accommodations or modifications because of a documented disability, you should contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-219-1348 (TTY) and 229-375-5871 (VP). The email address is access@valdosta.edu. For complete information, visit the Access Office website.

***Counseling Center***
Sometimes events outside our control influence success in the classroom. The VSU Counseling Center provides a broad range of mental health services for individuals, couples, and groups. For complete information, visit the VSU Counseling Center website.

**Grading Policies** (Table 7)

Your course grade will be based on the points earned on the Greeting Meeting attendance, Homework Assignments, Mid-term Exams, the Are You Ready? quizzes and the Comprehensive Final Exam. Except for the Greeting Meeting attendance, all graded items will be administered through MyEconLab.

Each graded item must be completed and submitted by the specified due date and deadline time. Since students are given several days to complete each graded item, it is

unlikely that a due date change will be granted if requested. Graded items not submitted by the due date and deadline time will be assigned a grade of zero. NO make-up or extended deadline times will be granted.

**Greeting Meeting Mandatory – 20 possible points.** (2.5%)
Each student is required to attend one of the Greeting Meetings between Wednesday August 19th and Tuesday August 25th. To sign up for a date and time, visit sites.google.com/site/cindyrtori/home. Each meeting has limited seating.

**Homework Assignments - 140 possible points.** (17.5% )
Fourteen homework assignments will be assigned and graded through MyEconLab. Each homework assignment will be worth up to 10 points. The first two homework assignments cover the course syllabus and the MyEconLab orientation. These must be completed with a 100% before continuing with the course material.

The remaining twelve homework assignments correspond to chapters covered in this course. You will be allowed unlimited attempts and unlimited time when completing the homework assignments. I encourage you to attempt the chapter homework assignments until you earn a 100% and have mastered the chapter content.

**Mid-Term Exams - 400 possible points.** (50.0%)
Four mid-term exams will be administered through MyEconLab. Each exam will be worth up to 100 points. You will be allowed ONE attempt for each mid-term exam. Once you begin, you will have 1 hour 15 minutes to complete it or up to 9:00pm eastern standard time on the due date. Make sure you study before beginning the exam; you will not have enough time to look up the answers while taking the exam. You may not stop and restart an exam. The types of questions on the exams will be similar to those asked in the homework assignments.

**Are You Ready? quizzes – 5 extra credit points**
Ten Are You Ready? quizzes will be available two weeks prior to the last day of class. These quizzes are a review of the course material with the purpose of alerting students to the concepts they need to study. These quizzes are not mandatory but are strongly recommended. To encourage students to complete these quizzes, 0.5 points will be awarded for a score of 85% or better for each quiz. Students have unlimited attempts up to the Comprehensive Final Exam date.

**Comprehensive Final - 240 possible points.** (30.0%) A comprehensive final exam will be administered during the final exam week. The exam will be administered in a computer lab on the VSU campus. The location will be announced later in the semester.

| **Grading Scale** | A | 720 - 800 points (90 – 100%) |
|---|---|---|
| | B | 640 - 719 points (80 – 89%) |
| | C | 560 - 639 points (70 – 79%) |
| | D | 480 - 559 points (60 – 69%) |
| | F | Less than 480 points (below 60%) |

**Grades**

Homework assignments and exam grades will be available as completed in MyEconLab. Course grades with the weights listed above will be updated in BlazeVIEW after each exam. If you would like to discuss a grade, you may email me using your VSU email account or stop by during my office hours. I will not discuss grades on the phone or by text.

**Withdrawal from the Course** **Last day to withdraw is October 15, 2015**

If you wish to withdraw from this course, it is **the student's responsibility** to complete withdrawal process through Banner. A grade of "W" is reported for all withdrawals prior to the last official withdrawal date (mid-term) as long as the student has not exceeded the maximum number of withdrawals. A grade of "WF" is reported for all withdrawals after the official withdrawal date unless specific University conditions are met. A grade of "WF" counts the same as an "F" when calculating the grade point average (GPA). A grade of F is reported for all students who do not officially withdraw and fail to achieve at least 480 points.

**Incomplete for the Course**

A grade of "I" is reported for students with **legitimate excused and documented reasons** for not completing all work before the end of the semester. It is the student's responsibility follow the Request for a Grade of Incomplete Policy available on the Registrar's homepage. All missed coursework must be completed within one year of the end of the semester or a grade of "F" will be reported.

**Course Policies** (Table 8)

**Class Attendance**

All students are expected to attend all scheduled classes and to complete all graded items by the due date. I will not share my class notes with students who miss class. It is the student's responsibility to obtain the class notes from another student. Once you have obtained and reviewed the notes, I will be glad to review the material with you and answer all questions you may have about the material.

**Cheating and Academic Misconduct**

The Academic Integrity Code of the Student Code of Conduct listed in the Student Handbook states that "**All students are expected to do their own work and to uphold the highest standard of academic ethics.**" The Student Code of Conduct specifies the policies to which all students must adhere and the academic and disciplinary responses if the Code is violated. Students are responsible for informing themselves about the Code of Conduct before performing any academic work. A student who has engaged in academic misconduct as defined by the Academic Integrity Code will receive a zero for the assignment and may also receive a failing grade for this course. For detailed information, visit the Student Code of Conduct.

**Reviewing Exam Questions**

Exams will not be returned to students. If students would like to know which concepts were missed on an exam, they may send me an email requesting the information using their VSU email account or visit me during my office hours.

**Late Assignments and Exams**

All homework assignments and exams in this course are turned in electronically. Students are expected to review the course calendar to determine when the homework assignments and exams are due. **The professor will not accept any late homework assignments. Only under extraordinary circumstances will exam due dates be extended.** Do not wait until the last day to complete homework assignments and exams.

**Missed Homework Assignments and Exams**
Graded items, such as homework assignment and exams, will be assigned through MyEconLab. Students will be given several days to complete each graded item. Unexpected events may arise that will prevent the completion of the homework assignment or exam by the due date. Loss of power, computer crash and forgetfulness are not extraordinary reasons. Plan your time carefully. Do not wait until the last day to complete homework assignments or exams. Since students will be given several days to complete a graded item, **you will not be able to make up homework assignments or exams not completed by the due date** unless there is an extraordinary reason.

**Recommendation Policy**
To write a letter of recommendation on your behalf, you must have earned at 80% or better in this course and provide me with your current resume. Unless you have taken a different class with me in the past and earned an 80% or better in the course, I will not write recommendations before the semester is complete.

**Cell Phone Use**
Students **must** turn off their cell phone or put it in silent mode BEFORE class begins. Students may use your cell phone as a calculator during lectures but the cell phone MUST be in silent mode. A student will lose the privilege of using a cell phone as a calculator if the student engages in activities that are distracting to the other students.

**Laptop Use**
Students may use laptops in class as long as it does not distract other students. A student will lose the laptop privileges if the student engages in activities that are distracting to the other students.

**Recording Classroom Activities**
Students may take snapshots of notes written on the board or overhead without written instructor approval. Students may not record classroom lectures or discussions without prior written instructor approval.

**No food or drinks** (except for water) **are allowed in the classroom.**
Food and drinks may be consumed outside the building, in the hallway, or in the Student Lounge areas. Please properly dispose of all trash and recycle when appropriate.

**General Course Schedule and Due Dates** (Table 9)

You may submit your homework assignments and mid-term exams any time between the Open Date and 9:00pm eastern standard time (EST) on the Due Date.



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Open date is the first date the graded item is available and may be submitted.

Due Date is the last date the graded item can be submitted. **The Deadline time for all graded items is 9:00pm EST**, except for the Greeting Meeting and final exam.

Homework Assignment Open Dates are on Sundays and the Due Dates are on a Thursdays.

The Mid-term exam Open Dates are on Sundays and Due Dates are on Fridays.

I will respond to messages within 24 hours with the exception of holidays. The response to messages sent on Labor Day (Sep 7th), Fall Break (Oct 12-13) and Thanksgiving Break (Nov 25-27) may be delayed.

**Last day to withdraw from this course is Thursday, October 15th.**

| M | Ch | Graded Items | Type | Open Date | Due Date |
|---|---|---|---|---|---|
| | | **Greeting Meeting Mandatory** (attend 1) | GM | Aug 19 | Aug 25 |
| 1 | | Syllabus Homework | HW | Aug 17 | Sep 3 |
| 2 | 0 | MyEconLab Orientation | HW | Aug 17 | Sep 3 |
| 3 | 1 | Economics: Foundations and Models | HW | Aug 17 | Sep 3 |
| 4 | 2 | Trade-offs, Comparative Advantage and Markets | HW | Aug 17 | Sep 3 |
| 5 | 19 | GDP: Measuring Total Production and Income | HW | Aug 17 | Sep 10 |
| 6 | 20 | Unemployment and Inflation | HW | Aug 17 | Sep 17 |
| | | **Mid-term Exam 1** (Chapters 1, 2, 19, 20) | EX | Sep 18 | Sep 18 |
| 7 | 21 | Economics Growth and Business Cycles | HW | Sep 20 | Oct 1 |
| 8 | 22 | Long-run Economic Growth | HW | Sep 20 | Oct 8 |
| 9 | 24 | Aggregate Demand and Aggregate Supply Analysis | HW | Sep 20 | Oct 15 |
| | | **Mid-term Exam 2** (Chapters 21, 22, 24) | EX | Oct 11 | Oct 16 |
| 10 | 25 | Money, Banks, and the Federal Reserve System | HW | Oct 18 | Oct 29 |
| 11 | 26 | Monetary Policy | HW | Oct 18 | Nov 5 |
| | | **Mid-term Exam 3** (Chapters 25, 26) | EX | Nov 1 | Nov 6 |
| 12 | 27 | Fiscal Policy | HW | Nov 8 | Nov 19 |
| 13 | 29 | Macroeconomics in an Open Economy | HW | Nov 8 | Dec 3 |
| 14 | 30 | The International Financial System | HW | Nov 8 | Dec 3 |
| | | **Mid-term Exam 4** (Chapters 27, 29, 30) | EX | Nov 29 | Dec 4 |
| | | Are You Ready? quizzes (Final review quizzes) | BQ | Nov 23 | Dec 10 |
| | | **Comprehensive Final Exam.** The final is password protected and will be given in a computer lab during the scheduled exam date and time. | EX | | Dec 11 8-10am |

Abbreviations: M stands for Module; Ch stands for Chapter; GM stands for Greeting Meeting; HW stands for Homework Assignment; EX stands for exam; BQ stands for Bonus Quizzes (extra credit).



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## Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

**This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).**

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

**Please do not delete any pages of this document.**

**Course Title**:

**Institution**:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

| | |
|---|---|
| ☐ | Yes |
| ☐ | No |

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

| | |
|---|---|
| ☐ | Area A (English, Mathematics) |
| ☐ | Area B (Institutional Options) |
| ☐ | Area C (Humanities, Fine Arts, Ethics) |
| ☐ | Area D (Natural Sciences, Mathematics, Technology) |
| ☐ | math/science majors |
| ☐ | health professions majors |
| ☐ | non-math/science/health professions majors |
| ☐ | Area E (Social Sciences) |
| ☐ | Learning Goal I - US Perspectives |
| ☐ | Learning Goal II - Global Perspectives |
| ☐ | Learning Goal III - Critical Thinking |

## Exceptions to the Prerequisite Rules?

**Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions**

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

| | |
|---|---|
| | Yes |
| | No |

Did the advisory committee **approve** exceptions to the prerequisite rules?

| | |
|---|---|
| | Yes |
| | No |

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

| |
|---|
| Text here. Box will expand as needed. |

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

| | |
|---|---|
| **Academic Committee:** | |
| **Chair name:** | |
| **Chair institution:** | |
| **Chair daytime phone number:** | |
| **Chair email address:** | |

**Reminder: After completing this part of the form, please save and send to**

Barbara.Brown@usg.edu as an email attachment.

# Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (*if needed*).

| |
|---|
| **Course Title**: |
| **Institution**: |

**Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions**

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

| |
|---|
| |

2. Did the institution apply for an exception to the general prerequisite rules?

| | |
|---|---|
| | Yes |
| | No |

3. Did RACAA **approve** exceptions to the prerequisite rules?

| | |
|---|---|
| | Yes |
| | No |

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

| |
|---|
| Text here. Box will expand as needed. |

5. Please provide contact information for the **RACAA Chair**.

| | |
|---|---|
| **Chair name:** | |
| **Chair institution:** | |
| **Chair daytime phone number:** | |

| | |
|---|---|
| **Chair email address:** | |

**Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.**

## Part 4: To be filled out by the System Liaison for the Council on General Education.

| |
|---|
| **Course Title**: |
| **Institution**: |

1. Date the review by the Council on General Education was conducted:

| |
|---|
| |

2. What action did the Council on General Education take with respect to this proposal?

| | |
|---|---|
| | Approved |
| | Denied |
| | Withdrawn |
| | Tabled |

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

| |
|---|
| Text here. Box will expand as needed. |

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

| | |
|---|---|
| | Area A (English, Mathematics) |
| | Area B (Institutional Options) |
| | Area C (Humanities, Fine Arts, Ethics) |
| | Area D (Natural Sciences, Mathematics, Technology) |
| | math/science majors |
| | health professions majors |
| | non-math/science/health professions majors |
| | Area E (Social Sciences) |
| | Learning Goal I - US Perspectives |
| | Learning Goal II - Global Perspectives |
| | Learning Goal III - Critical Thinking |

5. Please provide contact information for the System Liaison to the Council on General Education.

| | |
|---|---|
| **Liaison name:** | Barbara L. Brown |
| **Liaison daytime phone number:** | 404-962-3107 |

| | |
|---|---|
| **Liaison email address:** | Barbara.Brown@usg.edu |

Form last updated 5/6/14

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

# DEGREE AND/OR MAJOR DEACTIVATION FORM

**Institution:** Valdosta State University

**Date Submitted:** October 1, 2015

**Deactivation Effective Date:** January 1, 2016

**Degree Title and CIP Code:** MED Secondary Education - 1312051

**Rationale:**
(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

We would like to deactivate the M.Ed. in Secondary Education. The enrollment was not sufficient to justify the allocation of faculty resources. All candidates have exited the program and no new students have been admitted.

**Name (President or VP for Academic Affairs typed):**

**Signature (President or VP for Academic Affairs):**

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GRADUATE SCHOOL

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

# DEGREE AND/OR MAJOR DEACTIVATION FORM

**Institution:** Valdosta State University

**Date Submitted:** October 1, 2015

**Deactivation Effective Date:** January 1, 2016

**Degree Title and CIP Code:** MED Reading Education - 13131501

**Rationale:**
(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

We would like to deactivate the M.Ed. in Reading Education program for two years to see if the demand for the program increases. Over the last few years, with the focus on STEM and with Reading Specialists being replaced by Instructional Coaches or Academic Coaches, the M.Ed. in Reading Education program's enrollment has decreased substantially. At this time, the enrollment is no longer sufficient to justify the allocation of faculty resources. All candidates have exited the program and no new students have been admitted.

**Name (President or VP for Academic Affairs typed):**

**Signature (President or VP for Academic Affairs):**

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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:** | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 1/1/16 |
|---|---|
| http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#dr-curric1 | |

**Degree and Program Name: Ed.D. Curriculum & Instruction**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to admission to candidacy. | No more than 12 semester hours of post-master's academic work may be transferred from VSU or another institution into the program. Maximum transfer hours may vary depending on program concentrations. Following admission, the academic program advisor will evaluate transfer credit for equivalency and appropriateness for the selected concentration. Courses considered for transfer credit must: (1) not be over 7 years of age when the student is admitted to candidacy; (2) be earned at an institution that is regionally accredited; and (3) be graduate-level courses. Upon recommendation of the program advisor, all transfer requests are subject to approval by the Dean of the Graduate School. Grades transferred fall under the current deficiency point 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 The language is updated to reflect current needs related to CLT doctoral students.

☐ 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. **Evaluation of student transfer requests and the addition of concentrations.**

☐ **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.) **Several types of assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys**

| **Approvals:** | |
|---|---|
| Department Head: | Date: 9/18/15 |
| College/Division Exec. Committee: | Date: 10/22/15 |
| Dean(s)/Director(s): | Date: 10/22/15 |
| Graduate Exec. Comm.: (for grad program) | Date: 12-1-15 |
| Graduate Dean: (for grad program) | Date: 12-1-15 |
| 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:** http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#dr-lead1 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 1/1/16 |
|---|---|

**Degree and Program Name: Ed.D. Leadership**

| **Present Requirements:** No more than 6 semester hours of post-master's academic work may be transferred from another institution into a Dewar College of Education doctoral program. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than seven years old prior to admission to candidacy. | **Proposed Requirements:** (highlight changes after printing) No more than 12 semester hours of post-master's academic work may be transferred from VSU or another institution into the program. Maximum transfer hours may vary depending on program concentrations. Following admission, the academic program advisor will evaluate transfer credit for equivalency and appropriateness for the selected concentration. Courses considered for transfer credit must: (1) not be over 7 years of age when the student is admitted to candidacy; (2) be earned at an institution that is regionally accredited; and (3) be graduate-level courses. Upon recommendation of the program advisor, all transfer requests are subject to approval by the Dean of the Graduate School. Grades transferred fall under the current deficiency point 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 The language is updated to reflect current needs related to CLT doctoral students.

☐ 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. **Evaluation of student transfer requests and the addition of concentrations.**

☐ **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.) **The program is evaluated each year through the Institutional Effectiveness Reporting process. Additionally, several types of other assessments will be used to evaluate the program including grade distributions, faculty peer reviews, domain expert evaluations, SOIs, and post-graduate surveys.**

| **Approvals:** | |
|---|---|
| Department Head: | Date: 9/24/15 |
| College/Division Exec. Committee: | Date: 10/22/15 |
| Dean(s)/Director(s): | Date: 10/22/15 |
| Graduate Exec. Comm.: (for grad program) | Date: 12-1-15 |
| Graduate Dean: (for grad program) | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

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

| **Current Catalogue Page Number:** 91 of the 2014-2015 Graduate Catalogue | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|
| **Degree and Program Name: MS Marriage and Family Therapy** | |
| **Present Requirements:** Students receive at least 600 hours of direct client contact and 100 hours of AAMFT-approved supervision | **Proposed Requirements:** (highlight changes after printing) Students receive a minumum of 500 hours of direct client contact and 100 hours of AAMFT-approved supervision |

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies The program's accrediting body, the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has redefined the standard for client contact and now states that MFT programs must "offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes." This "includes a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present. . . ".

☐ Other

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Data did not drive this change; rather, new accreditation standards require the change.**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Comprehensive Exam rubric, student practica evaluations**

**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. **Internship supervisor evaluations, employer evaluations, and alumni survey**

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

| **Approvals:** | |
|---|---|
| Department Head: Kathy [illegible] | Date: 9/15/15 |
| College/Division Exec. Committee: Lynn C. Mc | Date: 10/22/15 |
| Dean(s)/Director(s): Lynn C. Mc | Date: 10/22/15 |
| Graduate Exec. Comm.: (for grad program) T. DePlat | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. DePlat | Date: 12-1-15 |
| 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

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

| **Current Catalogue Page Number:** Web pge update: http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#m-f-t1 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: Marriage and Family Therapy Program**

| **Present Requirements:** Students will be dismissed from the MFT Program if they accumulate four or more academic deficiency points. | **Proposed Requirements:** (highlight changes after printing) Students will be dismissed from the MFT Program if they accumulate three or more academic deficiency points. |
|---|---|

**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 As part of a program-wide effort to increase academic rigor and academic achievement benchmarks for MFT students, the MFT faculty wish to impose a more rigorous retention policy. In addition, this change brings us into alignment with most other graduate programs at VSU.

**Source of Data to Support Suggested Change:**

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student demographics and achievement data base, licensure exam pass rates.**

**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.) **SLO evaluation, employer satisfaction surveys, student demographics and achievement data base, licensure exam pass rates**

| **Approvals:** | |
|---|---|
| Department Head: Kathy M | Date: 9/15/15 |
| College/Division Exec. Committee: Lynn C. Mi | Date: 10/22/15 |
| Dean(s)/Director(s): Lynn C. Mi | Date: 10/22/15 |
| Graduate Exec. Comm.: (for grad program) T. DeMat | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. DeMat | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

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

F

| **Current Catalog Page Number:** 224 | **Proposed Effective Date for Curriculum Change: (Month/Year):** August 2016 | **Degree & Program Name: (e.g., BFA, Art):** BA Psychology |
|---|---|---|

| **Present Requirements:** | **Proposed Requirements (Underline changes after printing this form:** |
|---|---|
| AREA F<br><br>PSYC 1101<br>ACED 2400 or CS1000<br>PHIL 2010 or PHIL 2020<br>Three courses in the same foreign language | AREA F<br><br>PSYC 1101<br>ACED 2400 or CS1000<br>PHIL 2010 or PHIL 2020<br>Three courses in the same foreign language<br>PSYC 2998 |

**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: Majors in their senior year will be able to deal with more subject matter in greater depth.

☒ Adopting current best practice(s) in field: Competition for jobs and graduate school admission require improved GPA and demonstrated performance.

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

☒ Other: This would make the BA/BS Psychology Degree Program consistent with other COEHS degree programs and with other majors on the VSU campus.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students with GPAs aound 2.0 are more likely to repeat classes and take longer to graduate.

| |
|---|
| ☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Proposed changes will not affect 3000 level class class enrollments but will reduce senior class size by an expected 10-15% |
| **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?).**<br><br>**Data Sources:**<br><br>☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Alumni surveys, senior exit surveys<br>☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Number of majors, enrollment in courses, especially senior level, and performance in coursework. |
| **Approvals:** |
| Department Head: Kathy [signature] Date: 1/4/2016 |
| College/Division Exec. Committee: Lyn C. Mi Date: 1/4/16 |
| Dean(s)/Director(s): Lyn C. Mi Date: 1/4/16 |
| Grad. Exec. Committee:<br>(for graduate course) Date: |
| Graduate Dean:<br>(for graduate course) Date: |
| Academic Committee: Date: |

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

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

F

| **Current Catalog Page Number:** 224 | **Proposed Effective Date for Curriculum Change: (Month/Year):** August 2016 | **Degree & Program Name: (e.g., BFA, Art):** BS Psychology |
|---|---|---|

| **Present Requirements:** | **Proposed Requirements (Underline changes after printing this form:** |
|---|---|
| AREA F<br><br>PSYC 1101<br>ACED 2400 or CS1000<br>PHIL 2010 or PHIL 2020<br>1 NATURAL SCIENCE<br>1 MATH (1111 OR HIGHER)<br>1 NAT SCI or MATH (1111 OR HIGHER) | AREA F<br><br>PSYC 1101<br>ACED 2400 or CS1000<br>PHIL 2010 or PHIL 2020<br>1 NATURAL SCIENCE<br>1 MATH (1111 OR HIGHER)<br>1 NAT SCI or MATH (1111 OR HIGHER)<br>PSYC 2998 |

**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: Majors in their senior year will be able to deal with more subjct matter in greater depth.

☒ Adopting current best practice(s) in field: Competition for jobs and graduate school admission reqauire improved GPA and demonstrated performance.

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

☒ Other: This would make the BA/BS Psychology Degree Program consistent with other COEHS degree programs and with other majors on the VSU campus.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students with GPAs aound 2.0 are more likely to repeat classes and take longer to graduate.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Proposed changes will not affect 3000 level class class enrollments but will reduce senior class size by an expected 10-15%

**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. Alumni surveys, senior exit surveys

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Number of majors, enrollment in courses, especially senior level, and performance in coursework.

**Approvals:**

| | |
|---|---|
| Department Head: Kathy A | Date: 1/4/2016 |
| College/Division Exec. Committee: Lynn C. Miri | Date: 1/4/16 |
| Dean(s)/Director(s): Lynn C. Miri | Date: 1/4/16 |
| Grad. Exec. Committee: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

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

| **Current Catalog Page Number:** 224 | **Proposed Effective Date for Curriculum Change: (Month/Year):** August 2016 | **Degree & Program Name: (e.g., BFA, Art):** BA/BS Psychology |
|---|---|---|

| **Present Requirements:** | **Proposed Requirements (Underline changes after printing this form:** |
|---|---|
| Upper Division Courses Required for the Major.....36 hours | Upper Division Courses Required for the Major.....39 hours |
| PSYC 3200 or PSYC 3210 or PSYC 3220..3 hours | PSYC 3200 or PSYC 3210 or PSYC 3220..3 hours |
| PSYC 3500, PSYC 3600, PSYC 3900 .....9 hours | PSYC 3500, PSYC 3600, PSYC 3900 .....9 hours |
| PSYC 3400 or PSYC 3450 ..... 3 hours | PSYC 3400 or PSYC 3450 ..... 3 hours |
| Two courses selected from.....6 hours | Two courses selected from.....6 hours |
| PSYC 3300, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850, PSYC 3110, or PSYC 3130 | PSYC 3300, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850, PSYC 3110, or PSYC 3130 |
| PSYC 4100 or PSYC 4150 .....3 hours | PSYC 4100 or PSYC 4150 .....3 hours |
| PSYC 4000 or PSYC 4050.....3 hours | PSYC 4000, PSYC 4050, or PSYC 4025.....3 hours |
| One course selected from PSYC 4900 or PSYC 4950 or PSYC 4991-4992-4993 ....3 hours | One course selected from PSYC 4900 or PSYC 4950 or PSYC 4991-4992-4993 ....3 hours |
| Two of the following (not taken to fulfill above requirements) .....6 hours | Two of the following (not taken to fulfill above requirements) .....6 hours |
| PSYC 4000, PSYC 4050, PSYC 4100, PSYC 4150, PSYC 4300, PSYC 4500, PSYC 4800, PSYC 4900, PSYC 4950, PSYC 4991-4992-4993. | PSYC 4000, PSYC 4025, PSYC 4030, PSYC 4050, PSYC 4100, PSYC 4150, PSYC 4400, PSYC 4500, PSYC 4600, PSYC 4800, PSYC 4900, PSYC 4950, PSYC 4991-4992-4993. |
| *Guided Electives. . . . . 24 hours | Upper Division PSYC elective (3000-4000 level) from above listed courses .....3 hours<br>Guided Electives. . . . . 21 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: Majors in their senior year will be able to deal with more subject matter in greater depth.

☒ Adopting current best practice(s) in field: Competition for jobs and graduate school admission require greater breadth of study consistent with other universities.

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

☒ Other: This would make the BA/BS Psychology Degree Program consistent with other COE degree programs and with other majors on the VSU campus.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Will give students greater breadth of psychology course options and remove student confusion regarding the requirement for an additional 3000-level general elective.

☐ **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. Alumni surveys, senior exit surveys

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Number of majors, enrollment in courses, especially senior level, and performance in coursework.

**Approvals:**

| | |
|---|---|
| Department Head: Kathy D | Date: 1/4/2016 |
| College/Division Exec. Committee: Lynn C. Miller | Date: 1/4/16 |
| Dean(s)/Director(s): Lynn C. Miller | Date: 1/4/16 |
| Grad. Exec. Committee: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

# 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:** 234 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 2016-17 |
|---|---|

**Degree and Program Name: BA/BS Psychology- Minor in Psychology**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| Minor in Psychology<br><br>A minor in psychology can be an excellent academic supplement to many majors at VSU or if a student wants to apply to graduate school in psychology.* Please contact the department for assistance in selecting courses most appropriate for your needs. Eighteen (18) hours of coursework selected from the following courses constitute a minor. PSYC 1101 must be completed before courses in the minor can be taken, and a grade of "C" or better must be earned in each course in the minor. Call the department if you have any questions: 229-333-5930.<br>Required (18 hrs)<br><br>Minor in Psychology .18 hours<br>PSYC 1101 . . . . . .3 hours<br>Choose one course from the following: . . . . . ..3 hours<br>PSYC 3200, PSYC 3210, or PSYC 3220<br>Choose one course from the following: . . . . . 3 hours<br>PSYC 3400 or PSYC 3450<br>Choose one course from the following: . . . . . .3 hours<br>PSYC 3300 or *PSYC 3500<br>Choose two courses from the following: . . . . . 6 hours<br>PSYC 3110, *PSYC 3600, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850,<br>*PSYC 3900, or any senior-level academic psychology courses for which you have met the prerequisites, excluding PSYC 4850 and 4870.<br>* Suggested courses if you plan to attend graduate school in psychology without | Minor in Psychology<br><br>A minor in psychology can be an excellent academic supplement to many majors at VSU or if a student wants to apply to graduate school in psychology. Please contact the department for assistance in selecting courses appropriate for your needs. PSYC 1101 is required along with 15 additional hours of PSYC classes to complete a minor in Psychology. All courses selected for the minor must be completed with a grade of "C" or better with Psychology Minor GPA of 2.50 or higher. At least 9 of the 18 hours must be taken at Valdosta State University.<br><br>Some psychology courses require a prerequisite clearly marked in the undergraduate catalog. You must fulfill any requirements with a "C" or better prior to enrolling in those courses.<br><br>(Required - 3 hours)<br>PSYC 1101: Introduction to Psychology<br><br>Any 15 hours of upper division Psychology Courses in consultation with a psychology advisor. |

| | |
|---|---|
| completing a psychology undergraduate degree. Check with the department's graduate admissions committee for the specifics of a particular graduate degree, for proper advising, and for any additional graduate study requirements. | |

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other : Allows students increased flexibility in course choice, particularly oriented to those students
planning for graduate study in allied fields (e.g., music or art therapy, criminal justice).

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Quality review, collaboration with department and college administration, alumni survey, advice of Advisory Council.**

☐ **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. **Quality review, collaboration with department and college administration, alumni survey, advice of Advisory Council.**

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

| **Approvals:** | |
|---|---|
| Department Head: Kathy M | Date: 11/11/15 |
| College/Division Exec. Committee: Lynn C. Mi | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Mi | Date: 11-12-15 |
| 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:** 10/10/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Psychology, Counseling, & Family Therapy | Jennifer Breneiser |

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

PSYC 3500 Statistical Methods in Psychology

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: 3500 | Course Prefix and Number: 3500 |
| Credit Hours: 3-0-3 | Credit Hours: 3-0-3 |
| Course Title: Statistical Methods in Psychology | Course Title: Statistical Methods in Psychology |
| Pre-requisites:PSYC 1101 and a grade of "C" or better in MATH 1111, MATH 1112, or M ATH 1113. | Pre-requisites: |
| | Prerequisites: Grade of "S" in PSYC 2998. Corequisite: Meets all requirements of PSYC 2998. |
| Course Description: Univariate and bivariate statistical methods for research in the behavioral sciences. | Course Description: Univariate and bivariate statistical methods for research in the behavioral sciences. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Summer 2016 | Spring/Fall/Summer |

**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: PSYC 2998 insures that a "C" or better in MATH 1111, 1112, and 1113 have always been acceptable for PSYC 3500. It was accidentally omitted from earlier change requests.

**Plans for assessing the effectiveness of the course:** The plans for assessing the effectiveness of the course will not change.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: |
| Dept. Head: Kathy A | Date: 1/4/2016 |
| Dean/Director: Lynn C. Miller | Date: 1/4/16 |
| Graduate Exec. Comm.(if needed): Lynn C. Miller | Date: 1/4/16 |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: January 4, 2016

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 10/22/2015 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:** Psychology and Counseling | **Faculty Member Requesting:** Katharine S. Adams |
| **Proposed New Course Prefix & Number:** (See course description abbreviations in the catalog for approved prefixes) PSYC 6610 | **Proposed New Course Title:** Counseling Gifted/Talented Children and Youth<br>**Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Counsel Gift/Talent Chldrn/Yth |
| **Semester/Year to be Effective:** ~~Spring~~ Fall 2016 | **Estimated Frequency of Course Offering:** Once per academic year. |

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

| | | |
|---|---|---|
| **Lecture Hours:** Online | **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.) ~~Provides~~ An overview of issues relevant to the counseling and guidance of gifted and talented children and youth. Issues include, but are not limited to, conceptions of giftedness, motivation, self-image, relationships, career planning, counseling needs, intervention methods, and programs designed to fulfill the needs of this population.

**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: Specialization Requirements for the Gifted Endorsement in Florida include coursework in guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students (see 6A-4.01791 Specialization Requirements for the Gifted Endorsement attached).

☐ 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.)

**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: Kathy | Date: 9/15/15 |
| College/Division Exec. Comm.: Lynn C-Mi | Date: 10/22/15 |
| Dean/Director: Lynn C-Mi | Date: 10/22/15 |
| Graduate Exec. Comm.: (for graduate course): T. DeLa | Date: 12-1-15 |
| Graduate Dean: (for graduate course): T. DeLa | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

# PSYC 6610
# Counseling Gifted/Talented Children and Youth
# 3 SEMESTER HOURS

**Dewar College of Education**
**Valdosta State University**
**Department of Psychology & Counseling**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

## REQUIRED TEXTBOOKS

Cross, T. L., & Cross, J. R. (Eds.). (2012). *Handbook for counselors serving students with gifts and talents: development, relationships, school issues, and counseling needs/interventions.* Waco, Texas: Prufrock Press Inc.

## COURSE DESCRIPTION

Provides an overview of issues relevant to the counseling and guidance of gifted and talented children and youth. Issues include, but are not limited to, conceptions of giftedness, motivation, self-image, relationships, career planning, counseling needs, intervention methods, and programs designed to fulfill the needs of this population.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

## COURSE OBJECTIVES (CO):

Numbers in parentheses following each objective refer to College of Education Conceptual Framework Standards (CFS): By the completion of the course, students should:

- Describe current theoretical foundations and conceptions of giftedness and how they might be served in schools (I, II, III, V).
- Explain the importance of finding effective teaching practices for groups of gifted students as well as maximizing the potential of the individual gifted student (I, II, III, IV, V).
- Describe the diverse nature and needs that have proven to be unique concerns in the asynchronous development of gifted individuals (I, II, III, IV, V).
- Explain the social lives of students with gifts and talents, including complications associated with giftedness (II, III).

- Describe practices and opportunities within gifted education (III, V).
- Explain important contemporary topics (e.g., preventing misdiagnoses, preventing suicide) that have become evident over the past two decades (I, II, III, IV, V, VI).

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### Discussion and Readings for Learning Modules

In each module you will have an opportunity to read assigned chapters, and also peruse other resources that coincide with your readings. These readings will culminate in the completion of discussion questions. Each discussion posting will be worth 25 points (175 points total for all seven learning modules). All discussion postings or activities are due by 9:59 p.m. eastern time on the due date. All postings will be graded using the 10 universal intellectual standards (Paul & Elder, 2009).

Late postings receive an automatic 5-point penalty per day late. For example, if an individual posted after 9:59 p.m. on the due date, the highest possible score they could earn on the discussion is 20 points. Computer issues cannot be permitted as an excuse for late assignments because each discussion is given two weeks to post.

| Due Dates | Module | Reading Assignments |
|---|---|---|
| Tuesday, January 20 (9:59 pm) | Module 1: *Theoretical Foundations & Conceptions of Giftedness* | Chapters 1, 2, 4, & 7 |
| Tuesday, February 3 (9:59 pm) | Module 2: *Special Populations* | Chapters 8-15 |
| Tuesday, February 17 (9:59 pm) | Module 3: *Developmental Issues* | Chapters 16, 19, & 20 |
| Tuesday, March 3 (9:59 pm) | Module 4: *Relationships* | Chapters 22-24 & (25 or 26) |
| Tuesday, March 17 (9:59 pm) | Module 5: *School-Related Issues* | Chapters 30-32 |
| **Spring Break Week** | | |
| Tuesday, March 31 (9:59 pm) | Module 6: *Counseling Needs & Interventions* | Chapters 35-38 |
| Tuesday, April 14 (9:59 pm) | Module 7: *Counseling Needs & Interventions* | Chapters 39-41 |
| Tuesday, April 28 (9:59 pm) | **Final Case Analysis Project** | *Cumulative Assessment* |

## Case Conceptualization Final Project

Students will write a detailed case conceptualization of a hypothetical child/adolescent with gifts and talents. A detailed case study will be provided. After careful analysis of the case and with consideration of the cumulative course materials, students will write a conceptualization including the following:

1. Relevant background and demographic information.
2. Analysis of resiliency and risk factors (strengths and weaknesses).
3. Problem identification (issue(s) to be the focus of the case study)
4. Goals for intervention and intervention plan.
5. Conclusions

The final case conceptualization should be a practical application of the knowledge gained about children/adolescents with gifts and talents. All projects should be comprehensive and include references. They should be in APA format and at least 10-typed pages in length (excluding title page, abstract, and references). Additional content and format guidelines are provided in a separate document. The case conceptualization project is worth 75 points (30 percent of total grade) and is due at **9:59 p.m. on Tuesday, April 28th.**

Late postings receive an automatic 15-point penalty per day late. For example, if an individual posted after 9:59 p.m. on the due date, the highest possible score they could earn on the project is 60 points. Computer issues cannot be permitted as an excuse for late assignments because each discussion is given two weeks to post.

How Project will be Scored:

All projects will be graded using the 10 universal intellectual standards (Paul & Elder, 2009) below:

- Clarity - Could you elaborate further? Could you illustrate what you mean? Could you give me an example?
- Accuracy - How could we check on that? How could we find out if that is true? How could we verify or test that?
- Precision - Could you be more specific? Could you give me more details? Could you be more exact?
- Relevance - How does that relate to the problem? How does that bear on the question? How does that help us with the issue?
- Depth - What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to address?
- Breadth - Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
- Logic - Does all of this make sense together? Does your first paragraph fit with your last? Does what you say follow from the evidence?
- Significance - Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

• Fairness - Do I have any vested interest in this issue? Am I sympathetically representing the viewpoints of others?
• Completeness - Are the written responses complete? Is there anything else that could be added?

## COURSE EVALUATION

Grades are based on total points from the weekly discussion postings/activities (175) and the final case analysis project (75) and are assigned as follows:

| | | |
|---|---|---|
| 225-250 | A | (90-100%) |
| 200-224 | B | (80-89%) |
| 175-199 | C | (70-79%) |
| 150-174 | D | (60-69%) |
| 000-149 | F | (0-59%) |

## DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

## SPECIAL NEEDS STATEMENT

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

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

## STUDENT OPINION OF INSTRUCTION

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

## INSTRUCTOR

Name: Katharine S. Adams, Ph.D.
Office Number: Psychology Building #2116
Telephone Number: (229) 333-5982
Email Address: ksadams@valdosta.edu

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# Request for a Revised Course

Valdosta State University

**Date of Submission:** 03/19/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Psychology and Counseling | Heather Kelley |

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

PSYC 7020 Conditions Of Learning

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: PSYC 7020 | Course Prefix and Number: PSYC 7020 |
| Credit Hours: 3 | Credit Hours: 3 |
| Course Title: Conditions of Learning | Course Title: Principles of Learning and Classroom Management |
| Pre-requisites:RSCH 7100 or PSYC 5500 | Pre-requisites:RSCH 7100 or PSYC 5500 |
| Course Description: This course is designed to aid the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown by research to affect students and educators in the teaching/learning process. | Course Description: Designed to aid the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown to affect students and educators in the teaching/learning process with particular attention to classroom management and current research findings. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Fall Spring 2016 | 1x/year (every Spring 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: Adding components of classroom management for school counselors.

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

CACREP Standards for PSYC 7020:

A. 2. Understands the effects of (a) atypical growth and development, (b) health and wellness,

(c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

E. 3. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

H. 5. Assesses barriers that impede students' academic, career, and personal/social development.

K.2. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

☐ Other:

**Plans for assessing the effectiveness of the course:**

Data Sources:

1. Indirect measrues: SOIs, student, employeer, or alumni surveys, etc. continuous improvement guidelines established by college and accredation guidelines, enrollment numbers.

2. Direct measures: Materials collected and evaluated for program assessment purposes (tests, classroom management plan, written assingments) and final student grades.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 10/22/15 |
| Dept. Head: | Date: 9/15/15 |
| Dean/Director: | Date: 10/22/15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: September 15, 2015

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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:** 53 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: M.Ed. in Adult and Career Education-Career and Technical Education Option**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| EXAMPLES OF OUTCOME ASSESSMENTS<br><br>1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge as part of the requirements for ACED 7990. Program graduates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of a literature review.<br><br>2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.<br><br>3. Candidates in advanced teacher education programs will document re ection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.<br><br>4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members. | EXAMPLES OF OUTCOME ASSESSMENTS<br><br>1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge as it relates to current issues in the field as part of the requirements for the capstone project (ACED 7950). Candidates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of the Capstone Experience Current Issue Research Project.<br><br>2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a teaching episode.<br><br>3. Candidates in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.<br><br>4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members. |

**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 Procedures for assessing the candidates' reviews of related literature have been changed to bring it closer in line with the capstone project. This allows the candidate to do more related coursework in the program prior to the assessment. Procedures to assess the candidates's abilities to use instructional strategies and technologies are better assessed using an observation instrument related to the actual delivery of instruction rather than a self assessment.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

**Source of Data to Support Suggested Change:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Assessment data previously gained was often inconsistent due to missing data and questionable validity.**

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

**Data Sources:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Data will be collected using existing instruments and will be less likely to be affected by missing data. The program coordinator will monitor collection of data and results of data to establish that the changes produce a higher degree of useful information.**

| **Approvals:** | |
|---|---|
| Department Head: Charles | Date: 11/5/2015 |
| College/Division Exec. Committee: Lynn C. Mi | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C-Mi | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) T. LePlat | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. LePlat | Date: 12-1-15 |
| 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:** 51 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: Ed.D. in Adult and Career Education**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| EXAMPLES OF OUTCOME ASSESSMENTS<br><br>1. The process of developing the dissertation and the results of the dissertation are assessed by a faculty committee using criteria approved at the program level.<br><br>2. As part of the course requirements in their major coursework, candidates will be required to write a manuscript in their field for publication. The manuscript will be reviewed by a faculty member before it is submitted to a professional publication, or candidates/students will document successfully making a presentation based on their doctoral studies at a professionalconference or meeting.<br><br>3. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members. | EXAMPLES OF OUTCOME ASSESSMENTS<br><br>1. The process of developing the dissertation and the results of the dissertation are assessed by a faculty committee using criteria approved at the program level.<br><br>2. As part of the course requirements in their major coursework, candidates will be required to write a manuscript to submit for publication or a proposal for presentation at a professional development conference based on their doctoral studies. The manuscript will be reviewed by a faculty member before it is submitted to a professional publication. Candidates or students will document successfully making a presentation based on their doctoral studies at a professional conference or meeting.<br><br>3. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members. |

**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 In addition to the preparation and submission of manuscripts, it is desirable to give students the option to present research at professional meetings and conferences. This has always been the intent of the assessment, but this makes the assessment statement clearer to address the intent.

☐ 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. Departmental faculty and students have discussed the merits of presenting research and ideas at professional conferences and meetings. Feedback from students on professional development and intrinsic value have indicated that a choice between written manuscripts and professional presentations adds value to the educational experiences related to the outcome.

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

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

**Data Sources:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students will be asked to provide feedback on the outcome assessment.

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

| **Approvals:** | |
|---|---|
| Department Head: | Date: 11/5/2015 |
| College/Division Exec. Committee: | Date: 11-12-15 |
| Dean(s)/Director(s): | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) | Date: 12-1-15 |
| Graduate Dean: (for grad program) | Date: 12-1-15 |
| 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:** 202 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: Bachelor of Science in Education Degree With a Major in Workforce Education-Career-Technical Education Option**

| **Present Requirements:** EXAMPLES OF OUTCOME ASSESSMENTS | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| 1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment. | 1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment. |
| 2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy. | 2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy. |
| 3. Majors in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. | 3. Majors in initial teacher education programs will demonstrate skills related to classroom instruction during observed teaching episodes as assessed by a university supervisor and P-12 mentor teacher. |
| 4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through an "Effects on Student Learning" rating scale completed by the intern teacher and the mentor teacher. | 4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through an "Effects on Student Learning" rating scale completed by the university supervisor. |

**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 Assessments have been modified or replaced by the Dewar College of Education and Human Services that are used to assess these outcomes. Changes are in accordance with these new or revised assessments.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

**Source of Data to Support Suggested Change:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **During the 2014-15 academic year, several of the assessments used in this program were changed by the Dewar College of Education and Human Services Council of Program Coordinators. These changes included replacing the COE Teacher Observation Instrument with the Candidate Assessment on Performance Standards (CAPS) and a significant revision of the Impact on Student Learning Assessment. Results from the new/revised assessments will provide data that will be used to evaluate the success of the candidates and program. The proposed outcomes are more in line with the new/revised assessments.**

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

**Data Sources:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Assessments will be conducted as a component of the certification program.**

| **Approvals:** | |
|---|---|
| Department Head: | Date: 11/5/2016 |
| College/Division Exec. Committee: | Date: 11-12-15 |
| Dean(s)/Director(s): | Date: 11-12-15 |
| 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:** 209 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: BAS in Human Capital Performance-On-line Bachelor Completion Option**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| EXAMPLES OF OUTCOME ASSESSMENTS<br><br>1. Program graduates will be assessed through an e-portfolio that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience.<br><br>2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.<br><br>3. Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820. | EXAMPLES OF OUTCOME ASSESSMENTS<br><br>1. Program graduates will be assessed through documentation that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience.<br><br>2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.<br><br>3. Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820. |

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

☒ Improving Student Learning Outcomes The use of an e-portfolio in this program was discontinued and was replaced by the use of prior and experiential learning credit based on a wide variety of evidence provided by the student and assessed by the faculty and department head.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

**Source of Data to Support Suggested Change:**

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The materials collected for this assessment are in line**

with other programs within the department that award similar credit for work experiences and prior learning.

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

**Data Sources:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The procedure for awarding credit is consistently reviewed by faculty and administration to insure the integrity of the process and the rigor of the requirements.

| **Approvals:** | |
|---|---|
| Department Head: Charl [signature] | Date: 11/5/2015 |
| College/Division Exec. Committee: Lynn C. Min | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Min | Date: 11-12-15 |
| 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:** 10/26/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Adult and Career Education | Vesta R. Whisler |

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

ACED 4160 Administrative Office Procedures

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

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: | Course Prefix and Number: |
| Credit Hours: | Credit Hours: |
| Course Title: | Course Title: |
| Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher; restricted to OAT, OATX and OATO majors. | Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses; restricted to OAT, OATX and OATO majors |
| Co-requisites: | Co-requisites: |
| Course Description: | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Spring and Fall Semesters |

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This program attracts many transfer students. Students who are performing well in their major ACED courses were being penalized for low GPA in previous coursework which may have been completed many years before. If the student performs satisfactorily (at a 2.5 GPA level or better) in all previous ACED courses, they will have the necessary background to be successful in this course.

**Plans for assessing the effectiveness of the course:** This action will be assessed through assessment of learning outcomes on the Institutional Effectiveness Report (IER). Additionally, faculty will observe the success of students in order to determine if the change in GPA prerequisites affects the overall performance of students.

| | |
|---|---|
| **Approvals:**<br>Dept. Head: Charles [signature] | Date: 11/5/2015 |
| College/Division Exec. Comm.: Lynn C. Mein | Date: 11-12-15 |
| Dean/Director: Lynn C. Mein | Date: 11-12-15 |
| Graduate Exec. Comm.:<br>(for graduate course) | Date: |
| Graduate Dean:<br>(for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: August 6, 2009

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 10/8/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Adult and Career Education | Vesta R. Whisler |

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

ACED 4070 Office Applications

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

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: | Course Prefix and Number: |
| Credit Hours: | Credit Hours: |
| Course Title: | Course Title: |
| Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher; restricted to OAT, OATX and OATO majors. | Prerequisites: Grade of "C" or better in ACED 2050, ACED 2300 and ACED 3400; overall GPA of 2.3 or higher or 2.5 GPA or higher in ACED courses; restricted to OAT, OATX and OATO majors |
| Co-requisites: | Co-requisites: |
| Course Description: | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Spring and Summer Semesters |

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This program attracts many transfer students. Students who are performing well in their major ACED courses were being penalized for low GPA in previous coursework which may have been completed many years before. If the student performs satisfactorily (at a 2.5 GPA level or better) in all previous ACED courses, they will have the necessary background to be successful in this course.

**Plans for assessing the effectiveness of the course:** This action will be assessed through assessment of learning outcomes on the Institutional Effectiveness Report (IER). Additionally, faculty will observe the success of students in order to determine if the change in GPA prerequisites affects the overall performance of students.

| **Approvals:** | |
|---|---|
| Dept. Head: [signature] | Date: 11/5/2015 |
| College/Division Exec. Comm.: [signature] | Date: 11-12-15 |
| Dean/Director: [signature] | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: August 6, 2009

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 10/26/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Adult and Career Education | Vesta R. Whisler |

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

ACED 4050 Workforce Development and 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: Overall GPA of 2.3 | Prerequisites: None |
| Co-requisites: | Co-requisites: |
| Course Description: | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Summer and Spring Semesters |

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Because this course is now part of several degree programs outside the ACED Department, it is no longer appropriate to require a specific GPA.

**Plans for assessing the effectiveness of the course:** This action will be assessed through assessment of learning outcomes on the Institutional Effectiveness Report (IER). Additionally, faculty will observe the success of students in order to determine if the change in GPA prerequisites affects the overall performance of students.

| | |
|---|---|
| **Approvals:**<br>Dept. Head: [signature] | Date: 11/5/2015 |
| College/Division Exec. Comm.: Lynn C. Mini | Date: 11-12-15 |
| Dean/Director: Lynn C. Mini | Date: 11-12-15 |
| Graduate Exec. Comm.:<br>(for graduate course) | Date: |
| Graduate Dean:<br>(for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: August 6, 2009

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 10/26/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Adult and Career Education | Vesta R. Whisler |

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

ACED 3150 Computer Systems for the Office

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

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: | Course Prefix and Number: |
| Credit Hours: | Credit Hours: |
| Course Title: | Course Title: |
| Prerequisites: | Prerequisites: ACED 2400 or CS 1000 or instructor consent |
| Co-requisites: | Co-requisites: |
| Course Description: | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Summer and Fall Semesters |

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: As a 3000-level computer course, the content covered is not introductory level. The prerequisite listed above will ensure that students are sufficiently prepared to be successful in the course.

**Plans for assessing the effectiveness of the course:** This action will be assessed through assessment of learning outcomes on the Institutional Effectiveness Report (IER). Additionally, faculty will observe the success of students in order to determine if the change in GPA prerequisites affects the overall performance of students.

| | |
|---|---|
| **Approvals:**<br><br>Dept. Head: Charles [signature] | Date: 11/5/2015 |
| College/Division Exec. Comm.: Lynn C. Mi[illegible] | Date: 11-12-15 |
| Dean/Director: Lynn C. Mi[illegible] | Date: 11-12-15 |
| Graduate Exec. Comm.:<br>(for graduate course) | Date: |
| Graduate Dean:<br>(for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: August 6, 2009

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 10/26/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Adult and Career Education | Vesta R. Whisler |

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

ACED 4020 Virtual Office Technology

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

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: | Course Prefix and Number: |
| Credit Hours: | Credit Hours: |
| Course Title: | Course Title: |
| Prerequisites: ACED 2400 or CS 1000 or consent of instructor and overall GPA of 2.3 | Prerequisites: ACED 2400 or CS 1000 or instructor consent |
| Co-requisites: | Co-requisites: |
| Course Description: | Course Description: |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Spring 2016 | Annual |

**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: Because this course is now part of several degree programs outside the ACED Department, it is no longer appropriate to require a specific GPA.

**Plans for assessing the effectiveness of the course:** This action will be assessed through assessment of learning outcomes on the Institutional Effectiveness Report (IER). Additionally, faculty will observe the success of students in order to determine if the change in GPA prerequisites affects the overall performance of students.

| **Approvals:** | |
|---|---|
| Dept. Head: Chad Sp | Date: 11/5/2015 |
| College/Division Exec. Comm.: Lynn C. Miller | Date: 11-12-15 |
| Dean/Director: Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: August 6, 2009

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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:** 85 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: MEd in Health and Physical Education**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| EDUC 5999 .....0 hours<br>RSCH 7100 .....3 hours<br>KSPE 7110, KSPE 7120,<br>KSPE 7130, KSPE 7140 .....12 hours<br>KSPE 7150 .....4 hours<br>KSPE 7160, KSPE 7170,<br>KSPE 7180, KSPE 7260 .....12 hours<br>Capstone Course KSPE 7910 ..... 2 hours<br>Total .....33 hours | EDUC 5999 .....0 hours<br>RSCH 7100 .....3 hours<br>KSPE 7110, KSPE 7120,<br>KSPE 7130, KSPE 7141 ..... 12 hours<br>KSPE 7150 ..... 3 hours<br>KSPE 7160, KSPE 7171,<br>KSPE 7180, KSPE 7261 ..... 12 hours<br>Capstone Course KSPE 7910 ..... 3 hours<br>Total .....33 hours |
| SELECTED OUTCOME ASSESSMENTS<br>Candidates in advanced teacher education programs will demonstrate:<br>1. the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.<br>2. their use of instructional strategies and technologies through continuous planning, teaching, and self-evaluation of teaching episodes during a variety of field experience assignments.<br>3. their ability to identify areas of strengths and areas for improvement through completion of the<br>COE Advanced Teacher Self-Assessment Instrument.<br>4. their ability to positively impact P-12 learners through a project involving pre-assessment, instructional and practice intervention, and post-assessment data collection and interpretation. | SELECTED OUTCOME ASSESSMENTS<br>Candidates in advanced teacher education programs will demonstrate:<br>1. the level of their content knowledge through performance on comprehensive examinations or creation of a professional presentation that summarizes learning from the program and extends those areas to other fields of study.<br>2. their use of instructional strategies and technologies through continuous planning, teaching, and self-evaluation of teaching episodes during a variety of field experience assignments.<br>3. their ability to identify strengths and areas of improvement involving their professional developent as well as existing or prospective curricular options applicable for effective instruction and program delivery.<br>4. their ability to positively impact P-12 learners through cross-curricular planning, teaching, and assessment collaborations within their schools. |

| | |
|---|---|
| | |

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

☒ Improving Student Learning Outcomes The modifications in course content and course hours will enhance candidate preparation as master-level teachers.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student suggestions support the changes.

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

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

**Data Sources:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student SOI and survey data will be used to determine the effectiveness of the aforementioned changes.

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

| **Approvals:** | |
|---|---|
| Department Head: M. [signature] | Date: 11-12-15 |
| College/Division Exec. Committee: Lynn C. Mi[signature] | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Mi[signature] | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) J. T. L. Pl[signature] | Date: 12-1-15 |
| Graduate Dean: (for grad program) J. T. L. Pl[signature] | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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GRADUATE SCHOOL

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/10/15 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:**<br>Kinesiology & Physical Education | **Faculty Member Requesting:**<br>Mike Griffin |
| **Proposed New Course Prefix & Number:**<br>(See course description abbreviations in the catalog for approved prefixes)<br>KSPE 7141 | **Proposed New Course Title:**<br>Technology Applications in Physical Education<br>**Proposed New Course Title Abbreviation:**<br>(For student transcript, limit to 30 character spaces)<br>Technology Appl. in Phys. Ed. |
| **Semester/Year to be Effective:**<br>Fall 2016 | **Estimated Frequency of Course Offering:**<br>Annually |

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

| | | |
|---|---|---|
| **Lecture Hours:** 03 | **Lab Hours:** | **Credit Hours:** 03 |

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of research and the developing of varied technological applications and practices utilized in the delivery and assessment of physical education.

**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: Enhancing technology applications within the program will foster improved instruction and assessment of student learning.

☐ 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. SOI and survey data.

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

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

**Data Sources:**

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

☐ 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: M. Gwin | Date: 11-12-15 |
| College/Division Exec. Comm.: Lynn C. Miller | Date: 11-12-15 |
| Dean/Director: Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course): T. L. Lott | Date: 12-1-15 |
| Graduate Dean: (for graduate course): T. L. Lott | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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

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**KSPE 7141**
**Technology Applications in Physical Education**
**3 SEMESTER HOURS**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards***
(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

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

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

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

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

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

## Advanced NASPE (PETE) Standards

**Standard 1: Professional Knowledge**

***Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction.***

1a. Knowledge of content in movement and pedagogy.

1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).

1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.

**Standard 2: Professional Practice**

***Advanced physical education teacher candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.***

2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.

2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.

**Standard 3: Professional Leadership**

**Advanced physical education teacher candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.**

3a. Conducts inquiry into professional knowledge and practice and communicates results of inquiry to the profession and community.

3b. Continues personal development through contributions to the growth and professional learning of others.

## INSTRUCTOR

Name: Dr. Eugene F. Asola
Office Number: PE Complex Room 170
Telephone Number: 229-333-7148
Email Address: efasola@valdosta.edu
Office Hours: By appointment
Website: NA

## COURSE DESCRIPTION

A study of research and the developing of varied technological applications and practices utilized in the delivery and assessment of physical education.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

I. Building Effective Physical Education Programs. (2015) Tannehill, D., Van der Mars, H., & McPhail. A., Jones and Bartlett Learning, Burlington, MA. (Main textbook)
*Association (6th ed.)*. Washington, DC: American Psychological Association.(Access online).

II. Borsdorf, L., & Boeyink, L. (2011). Physical Best Activity Guide, 3rd Edition: Elementary Level. National Association for Sport and PE (NASPE). (If you teach at this grade level).

III. Carpenter, J. & Sinclair, C. (2011). *Physical Best Activity Guide, 3rd Edition: Middle and High School Levels.* National Association for Sport and PE (NASPE). (If you teach at this grade level).

**Advanced candidates must have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers, so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered. Please contact me for alternative arrangements to be made if you do not have access to a K-12 school setting.

Additional Web Resources or Readings Various articles and texts will be used as reference material during the course, including:

1. http://www.hhpcommunities.com/metzler/

**Online Resources:**

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Advanced candidates should check their VSU e-mail accounts daily for class updates or announcements.
- All advanced candidates are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Advanced candidates must check their Blazeview class site daily for class requirements. To access Blazeview – http://blazeview.valdosta.edu/webct/entryPageIns.dowebct
- In addition students are to purchase and become familiar with their Livetext computer program. https://college.livetext.com/ for assignment submissions.
- Advanced candidates will also locate and utilize additional websites and readings as needed to support assignments and projects.

**Course Objectives (CO)**

As a result of participating in discussion posts, assignments, and activities, advanced candidates will be able to:

1. Demonstrate an understanding of technology use and applications to tactical games **(InTASC 4), (Adv. NASPE 1a, 1b, 1c).**
   ***Activities/Assignments: - Teaching Videos, Lesson plans, Article review, Discussion post, Reflections.***
2. Identify the types of assessments used in physical education and their applications. **(InTASC 6), (Adv. NASPE 2b).**
   ***Activities/Assignments: - Teaching Videos, Lesson plans, Article review, Discussion post, Reflections.***
3. Identify technological tools that can be used to enhance student learning while implementing various games, activities, and sports that are safe and appropriate for motor development **(InTASC 2), (Adv. NASPE 1a, 1b, 2c). (A-CPL $_{3.2}$)**
   ***Activities/Assignments: - Teaching Videos, Lesson plans, Article review, Discussion post, Reflections, Practitioner presentation.***
4. Reflect and evaluate planning, teaching methods, instruction, curriculum, and assessments in order to make adjustments for future content delivery with technology. **(InTASC 4), (Adv. NASPE 2b).**
   ***Activities/Assignments: - Teaching Videos, Lesson plans, Article review, Discussion post, Reflections, Practitioner presentation.***
5. Create a series of learning segments using technology related to games activities and sports that could be implemented in the public schools **(InTASC 9), (Adv. NASPE 3a, 3b).**
   ***Activities/Assignments: - Teaching Videos, Lesson plans, Article review, Discussion post, Reflections.***
6. Develop a technology presentation for teaching physical education that could be used at a conference or workshop. **(InTASC 4, 5, 6, 7, 8; Adv. NASPE 3b; A-AL$_{2.2}$)**
   ***Activities/Assignments: - PowerPoint Presentation***

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

All assignments are to be in 6th edition APA style. Spelling and grammar should be checked prior to submission of all assignments.

**Course Readings:** Throughout the course, you will be asked to discuss course readings, content, and submissions from your peers. When posting your responses, make sure you address the specific areas indicated in the assignment. You will receive points for each discussion post based on the completeness and quality of your responses.

**Course Expectations**

1. **Stay on Track** - One of the biggest hazards in a distance-learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
2. Have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.
3. Have the technology needed to complete class assignments (internet, computer, Livetext, video camera, tripod, etc.).
4. Complete all reading assignments in order to participate in on-line discussions.
5. Complete and post on-line all word processed class assignments in a timely manner.
6. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).

**COURSE EVALUATION**

| ASSIGNMENTS | POINTS |
|---|---|
| Introduction of yourself | 10 |
| Video Taping (see module for requirements) | 50 |
| Advanced Teacher Observation Instrument (TCKES-TBD) **EEP key Assessment** | 100. ***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** |
| Discussion Board Posts | 40 |
| Review of articles | 50 |
| Lesson Plans | 100 |
| Reflective Analysis of Technology use in class. | 50 |
| Practitioner Presentations | 50 |
| Final | 100 |
| Total = | 550 |

**Course Evaluation and Grading Scale**

100 – 90% = A
80 – 89% =B
70 –79% =C
60 –69% =D
< 60% =Fail

**ATTENDANCE POLICY**

Students are to log into the class (Blaze view Course) within the first two days at the beginning of the course, and daily subsequently to stay on track.

## PROFESSIONALISM

It is expected that all students are enrolled in this class for serious educational pursuits and that their conduct will preserve an atmosphere of learning.

Students will:

- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Communicate in ways that convey respect and sensitivity.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

***http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc***

## DROP POLICY

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average." The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.*

## ACADEMIC INTEGRITY

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

### Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. If you need assistance with your writing skills, help is available from the Writing Center on campus. Mastery in electronic communication, including review/edit features and how to attach files to drop box is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

### Course Requirements and Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Proofread and correct papers before they are submitted.

### Diversity

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

**Technology**
As part of our conceptual framework, the Dewar College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

Backup your work on more than one disk.

****Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

**ACCESSIBILITY STATEMENT**

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

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

**STUDENT OPINION OF INSTRUCTION**

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

**TURNITIN:**

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

**STATEMENT OF ORIGINALITY**

**All written assignments that are submitted must have this affixed:**

STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta_____/___20___

_____

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# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/10/15 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:**<br>Kinesiology & Physical Education | **Faculty Member Requesting:**<br>Mike Griffin |
| **Proposed New Course Prefix & Number:**<br>(See course description abbreviations in the catalog for approved prefixes)<br>KSPE 7171 | **Proposed New Course Title:**<br>Innovative Health-Related Fitness Applications in Physical Education Program<br>**Proposed New Course Title Abbreviation:**<br>(For student transcript, limit to 30 character spaces)<br>Innovative Health-Related Fitness |
| **Semester/Year to be Effective:**<br>Fall 2016 | **Estimated Frequency of Course Offering:**<br>Annually |

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

| | | |
|---|---|---|
| **Lecture Hours:** 03 | **Lab Hours:** | **Credit Hours:** 03 |

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of health-related physical activity (fitness) content development and delivery options. They will be researched in order to foster improved program and instructional expertise within the advanced candidates' current teaching contexts.

**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: Enhancing the health-related fitness content and appplications within the program will improve candidate instruction.

☐ 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. SOI and survey data.

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

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

**Data Sources:**

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

☐ 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: M. Kupa | Date: 11-12-15 |
| College/Division Exec. Comm.: Lynn C. Miller | Date: 11-12-15 |
| Dean/Director: Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course): J. T. Pitt | Date: 12-1-15 |
| Graduate Dean: (for graduate course): J. T. Pitt | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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

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# KSPE 7171
# Innovative Health-Related Fitness Applications in Physical Education
# 3 Credit Hours
# 3 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards***
(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

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

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

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

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

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

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

**Advanced NASPE Standards**
**Standard 1: Professional Knowledge**
*Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction.*

**1a. Knowledge of content in movement and pedagogy.**
**1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.**

**Standard 2: Professional Practice**
*Advanced physical education teacher candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.*
**2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.**

**Standard 3: Professional Leadership**
*Advanced physical education teacher candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.*
**3b. Continues personal development through contributions to the growth and professional learning of others.**

## INSTRUCTOR

Name: Han Chen, Ph.D.

Office Number: 177 PE Complex

Telephone Number: 333-4921

Email Address: hanchen@valdosta.edu

Office Hours: Posted on office door. At times due to staff meetings, research, and/or student teaching observations I may be out of the office during certain office hours. The best way to schedule a meeting with me would be to make an appointment by e-mailing

Website: NA

## COURSE DESCRIPTION

A study of health-related physical activity (fitness) content development and delivery options. They will be researched in order to foster improved program and instructional expertise within the advanced candidates' current teaching contexts.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

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

**Online Resources:**
- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Advanced candidates should check their VSU e-mail accounts daily for class updates or announcements.
- All advanced candidates are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Advanced

- In addition advanced candidates are to purchase and become familiar with their Livetext computer program. https://college.livetext.com/ for assignment submissions.
- Advanced candidates will also locate and utilize additional websites and readings as needed to support assignments and projects.

**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Advanced candidates will be able to:

1. Describe the history of fitness tests in the United States. (InTASC 4; Adv. NASPE 1a, 1c)
   **Activities/Assignments/Assessments:** Reading/discussion assignments
2. Develop knowledge of strategies to increase physical activity and improve health-related fitness components. (InTASC 4; Adv. NASPE 1a, 1c)
   **Activities/Assignments/Assessments:** Reading/discussion assignments
3. Design unit plan as well as associated lesson plans for preparation to teach classes with implementation of the enhancement of physical activity and health related fitness components (InTASC 7; Adv. NASPE 2b)
   **Activities/Assignments/Assessments:** Unit/lesson plans
4. Choose and apply teaching strategies to improve physical activity and health-related fitness components (videotaped class teaching) (InTASC 5; Adv. NASPE 2b)
   **Activities/Assignments/Assessments:** videotape class teaching
5. Understand and apply to teach the content development of health-related fitness components (InTASC 5, 8; Adv. NASPE 2b)
   **Activities/Assignments/Assessments:** videotape class teaching
6. Reflect/evaluate on physical activity and health-related fitness components improvement (InTASC 6; Adv. NASPE 2b)
   **Activities/Assignments/Assessments:** Reflection and evaluation
7. Create lesson plans and videotape classes focusing on assessing students' health-related fitness as well as physical activity levels. The advanced candidates will need to reflect on how his/her designed class improved students' in class physical activity as well as health related fitness. (A-$FL_{2.2}$)
   **Activities/Assignments/Assessments:** create lesson plan, videotape class teaching, and reflect on physical activity and health related fitness improvement

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

The first day of class- Advanced candidates and the instructor will introduce themselves to the group and give a brief autobiographical overview of their professional experiences. Other course activities, assignments, and requirements will be defined and explained in-depth within each course module.
All assignments are to be completed using the 6th edition APA style. Spelling and grammar should be checked. Points will be deducted for each spelling/grammatical error.

**Course Readings.** Throughout the course, you will be asked to discuss course readings, content, and submissions from your peers. When posting your responses, make sure you address the specific areas indicated in the assignment. You will receive a maximum of 10 points for each discussion based on the completeness and quality of your responses. Your initial posting for each of these weeks is due by Friday at 9:00 EST.

**Course Expectations**

1. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period in order to receive credit.

2. Have the technology needed to complete class assignments (internet, computer, Livetext, etc.).

3. Complete all reading assignments in order to participate in on-line discussions.

4. Complete and post on-line all word processed class assignments on or before the due date.

5. **Late Assignments** will receive a grade of zero (0).

## COURSE EVALUATION

| | |
|---|---|
| Articles/Chapters reading assignments | 30% |
| Discussion Board Posts | 20% |
| Unit plan (as well as lesson plans) completion | 30% |
| Videotape class teaching (one of the class focuses on self-directing students' learning) | 10% |
| Reflection and evaluation (one of the class focuses on self-directing students' learning) ***(A-FL$_{2a}$)*** | 10% |

***This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty***

TOTAL = 100%

**Grading Scale**
A=90-100
B=80-89
C=70-79
D=60-69

## COURSE EVALUATION

| | |
|---|---|
| 100 – 90 | A |
| 89 – 80 | B |
| 79 –70 | C |
| 69-60 | D |

## ATTENDANCE POLICY

Students, who do not log into the class within the first two days, will be withdrawn from the course. It is expected that students will check the course website every Monday morning, if not daily, in order to see what is expected for the week. Students should check their email daily. If you use another e-mail account more frequently is recommended that you forward VSU email, if necessary, to avoid missing any important e-mails from your professor.

## PROFESSIONALISM

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

## ACADEMIC INTEGRITY

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

### Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. Assignments will be revised until these standards have been

met. If you need assistance with your writing skills, help is available from the Writing Center on campus. Continuous reviewing is important and much of it will be done electronically. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

**Course Requirements and Assignments**

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

**Diversity**

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

**Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically.

· Backup your work on more than one disk.

****Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

**SafeAssign:**

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

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## ACCESSIBILITY STATEMENT

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

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

## STUDENT OPINION OF INSTRUCTION

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

STATEMENT OF ORIGINALITY
All written assignments sent will need this affixed:
STATEMENT OF ORIGINALITY
By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.
Valdosta_____/___20___;

_____
(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/10/15 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:**<br>Kinesiology & Physical Education | **Faculty Member Requesting:**<br>Mike Griffin |
| **Proposed New Course Prefix & Number:**<br>(See course description abbreviations in the catalog for approved prefixes)<br>KSPE 7261 | **Proposed New Course Title:**<br>Contemporary Program Development<br>**Proposed New Course Title Abbreviation:**<br>(For student transcript, limit to 30 character spaces)<br>Contemporary Prog. Development |
| **Semester/Year to be Effective:**<br>Fall 2016 | **Estimated Frequency of Course Offering:**<br>Annually |

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

| | | |
|---|---|---|
| **Lecture Hours:** 03 | **Lab Hours:** | **Credit Hours:** 03 |

**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 varied contemporary program options for developing new courses within physical education programs that foster the most innovated content within P-12 settings.

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

☒ Improving student learning outcomes: Enhancing contemporary program development options within the program.

☐ 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. SOI and survey data.

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

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

**Data Sources:**

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

☐ 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: M. [signature] | Date: 11-12-15 |
| College/Division Exec. Comm.: [signature] | Date: 11-12-15 |
| Dean/Director: [signature] | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course): [signature] | Date: 12-1-15 |
| Graduate Dean: (for graduate course): [signature] | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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

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**KSPE 7261**
**Contemporary Program Development**
**3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

## InTASC Model Core Teacher Standards*

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

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

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

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

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

**Advanced NASPE Standards**

**Standard 1: Professional Knowledge**

*Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction.*

**1a. Knowledge of content in movement and pedagogy.**

**1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).**

**1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.**

**Standard 3: Professional Leadership**

*Advanced physical education teacher candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.*

**3a. Conducts inquiry into professional knowledge and practice and communicates results of inquiry to the profession and community.**

**3b. Continues personal development through contributions to the growth and professional learning of others.**

**Instructor**

Name: Han Chen, Ph.D.

Office Number: PE Complex 177

Telephone Number: 229-249-4921

Email Address: hanchen@valdosta.edu

Office Hours: 2:00PM-4:00PM (MTWTF)

## COURSE DESCRIPTION

An overview of varied contemporary program options for developing new courses within physical education programs that foster the most innovated content within P-12 settings.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

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

## COURSE OBJECTIVES

The advanced candidates will:

1. Identify in teaching non-traditional and contemporary PE programs (InTASC 4, 9, 10; Adv. NASPE 1a, 1b, 1c; A-$CPL_3$).
   **Activities/Assignments/Assessments: Article/reading critiques and discussions**
2. Understand non-traditional content and contemporary PE programs (InTASC 4, 9, 10; Adv. NASPE 1a, 1b, 1c; A-$CPL_3$).
   **Activities/Assignments/Assessments: Article reading critiques and discussions**
3. Teaching reflection (A-TLa): Advanced candidates will teach the designed lesson focusing on non-traditional and contemporary PE. Candidates will reflect on the effectiveness of the class (InTASC 4, 9, 10; Adv. NASPE 1a, 1b, 1c; A-$TL_{2.2}$, A-$TL_{3.1}$, A-$TL3_a$).
   **Activities/Assignments/Assessments: Final reflection**
4. Design non-traditional and contemporary PE programs (InTASC 4, 9, 10; Adv. NASPE 1a, 1b, 1c, 3a, 3b)
   **Activities/Assignments/Assessments: Non-traditional PE class lesson plan**
5. Upload one teaching episode to satisfy field experiences requirements (A-$FL_{2.1}$)
   **Activities/Assignments/Assessments: Teaching video and self-evaluation submission on Livetext**

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent within the completion of the processes and products described in the **Course Evaluation** section, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: article/chapter critiques; online discussions; designing non-traditional physical education classes; teaching designed non-traditional physical education classes; and development of the technology implementation project.

## COURSE EVALUATION

| | |
|---|---|
| Teaching video and self-evaluation submission on Livetext | 10% |
| Article/Reading Critiques | 30% |
| Technology Implementation Project (A-$TL_{3.1}$)* | 30% |
| Discussions | 20% |
| Final reflection | 10% |
| **Total** | **100%** |

**** This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.***

## GRADING SCALE

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

## ATTENDANCE AND PARTICIPATION:

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of participation points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed**. Otherwise, your absence will stand for that day.

## MAKEUP WORK/ALTERNATE ASSIGNMENTS

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

**UNFORESEEN CIRCUMSTANCES**
Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

**PROFESSIONALISM**
Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**
Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

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

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## ACCESSIBILITY STATEMENT

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

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

## STUDENT OPINION OF INSTRUCTION

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

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# Request for a Revised Course
Valdosta State University

**Date of Submission:** 10/12/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Kinesiology & Physical Education | Mike Griffin |

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

KSPE 7150 Assessment and Technology in Physical Education

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: KSPE 7150 | Course Prefix and Number: KSPE 7150 |
| Credit Hours: 04 | Credit Hours: 03 |
| Course Title: Assessment and Technology in Physical Education | Course Title: Assessment Applications in Physical Education |
| Pre-requisites:NA | Pre-requisites:NA |
| Course Description: A study of effective assessment of student achievement in Pre-K - 12 physical education within the cognitive, psychomotor, and affective domains of learning. Appropriate and innovative integration of technology into physical education will also be emphasized. | Course Description: A study of effective assessment development, administration, and results application to planning and instruction based on student achievement in Pre-K -12 physical education within the cognitive, psychomotor, and affective domains of learning. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Fall/2016 | One time 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:

☐ Adopting current best practice(s) in field:

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

☒ Other: Since a separate course will be implemented and will include technology content (KSPE 7141), the assessment content and course will stand alone with a reduction in course hours.

**Plans for assessing the effectiveness of the course:** SOI and survey data.

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11-12-15 |
| Dept. Head: | Date: 11-12-15 |
| Dean/Director: | Date: 11-12-15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 10, 2015

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GRADUATE SCHOOL

# Request for a Revised Course
Valdosta State University

**Date of Submission:** 10/12/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Kinesiology & Physical Education | Mike Griffin |

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

KSPE 7910 Capstone Seminar in Physical Education

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: KSPE 7910 | Course Prefix and Number: KSPE 7910 |
| Credit Hours: 02 | Credit Hours: 03 |
| Course Title: Capstone Seminar in Physical Education | Course Title: Capstone Seminar in Physical Education |
| Pre-requisites:Student must be enrolled for the final semester of the program of study. | Pre-requisites:Student must be enrolled for the final semester of the program of study. |
| Course Description:<br>Reflection and discussion of professional practices relative to the program of study. Presentation and defense of professional electronic portfolio. | Course Description:<br>Reflection and discussion of content and professional practices learning relative to the program of study. The professional presentation requires students to look across the program of study, present that learning, and extend it through research to colleagues within the advanced candidates' schools or related settings. Each presentation is peer-reviewed and then presented electronically to the faculty. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Fall/2016 | One time 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: The modified course allows for greater reflection and application potential within the capstone seminar sessions and within the final capstone presentation.

☐ Adopting current best practice(s) in field:

| |
|---|
| ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:<br>☐ Other: |
| **Plans for assessing the effectiveness of the course:** SOI and survey data. |

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11-12-15 |
| Dept. Head: | Date: 11-12-15 |
| Dean/Director: | Date: 11-12-15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 10, 2015

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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:** 86

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016

**Degree and Program Name: EdS in Coaching Pedagogy in Physical Education**

**Present Requirements:**

EDUC 5999 Professional Orientation 0
KSPE 8100 Studying Sports Coaching 3
KSPE 8200 Coaching Sciences 3
KSPE 8300 Applied Sports Science 3
KSPE 8500 Coaching Pedagogy Research Methods 3
KSPE 8600 Professional Coaching Development 3
KSPE 8700 Communication Skills for Coaches 3
KSPE 8110 History, Sociology and Psychology of Sport 3
KSPE 8410 Coaching Pedagogy: Evaluating Research 3
KSPE 8900 Coaching Pedagogy Capstone: Data Analysis Research Project 3

Total Hours Required for the Degree 27

SELECTED EDUCATIONAL OUTCOMES
Candidates will:
1. develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete.
2. develop the ability to recognize inherent risks of unsafe equipment, facilities, and conditions during high risk activities.
3.develop a capstone project on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results.

EXAMPLES OF OUTCOME ASSESSMENTS
Candidates will:

**Proposed Requirements:** (highlight changes after printing)

EDUC 5999 Professional Orientation 0
KSPE 8100 Studying Sports Coaching 3
KSPE 8210 Sport Coaching Pedagogy 3
KSPE 8300 Applied Sports Science 3
KSPE 8500 Coaching Pedagogy Research Methods 3
KSPE 8600 Professional Coaching Development 3
KSPE 8700 Communication Skills for Coaches 3
KSPE 8110 History, Sociology and Psychology of Sport 3
KSPE 8410 Coaching Pedagogy: Evaluating Research 3
KSPE 8900 Coaching Pedagogy Capstone: Data Analysis Research Project 3

Total Hours Required for the Degree 27

SELECTED EDUCATIONAL OUTCOMES
Candidates will:
1. develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete.
2. develop effective sport coaching pedagogical practices that are applicable to the advanced cadidate's current sport context.
3.develop a research-based capstone project on a topic that is unique to the needs of the advanced candidate's professional growth and the sports program being coached with results based on meta-analysis of current sport coaching pedagogical research.

EXAMPLES OF OUTCOME ASSESSMENTS
Candidates will:

| | |
|---|---|
| 1. Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric.<br>2. Create an emergency action plan to be evaluated by faculty using a departmentally developed rubric.<br>3. Develop a capstone project on a unique coaching topic to be evaluated by faculty using a departmentally developed rubric. | 1. Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric.<br>2. Create a pedagogical context knowledge portfolio in which the effective physical education and sport coaching instructional practices are adopted to the advanced candidate's sport context.<br>3. Develop a capstone project on a unique coaching topic to be evaluated by faculty using a departmentally developed rubric. |

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

☒ Improving Student Learning Outcomes The modifications and changes to courses and specified course outcomes and assessments align with candidate needs and improved professional preparation.

☐ 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. Student suggestions support the changes.

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

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

**Data Sources:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student SOI and survey data will be used to determine the effectiveness of the aforementioned changes.

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

| **Approvals:** | |
|---|---|
| Department Head: | Date: 11-12-15 |
| College/Division Exec. Committee: | Date: 11-12-15 |
| Dean(s)/Director(s): | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) | Date: 12-1-15 |
| Graduate Dean: (for grad program) | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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GRADUATE SCHOOL

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/10/15 (mm/dd/yyyy)

| | |
|---|---|
| **Department Initiating Request:**<br>Kinesiology & Physical Education | **Faculty Member Requesting:**<br>Mike Griffin |
| **Proposed New Course Prefix & Number:**<br>(See course description abbreviations in the catalog for approved prefixes)<br>KSPE 8210 | **Proposed New Course Title:**<br>Sport Coaching Pedagogy<br>**Proposed New Course Title Abbreviation:**<br>(For student transcript, limit to 30 character spaces)<br>Sport Coaching Pedagogy |
| **Semester/Year to be Effective:**<br>Fall 2016 | **Estimated Frequency of Course Offering:**<br>Annually |

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

| | | |
|---|---|---|
| **Lecture Hours:** 03 | **Lab Hours:** | **Credit Hours:** 03 |

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of essential information required for planning, instruction, and assessment of athletes will be researched in order to enhance current coaching practices of the advanced candidates. This course will allow coaches to develop appropriate teaching methods based on pedagogical content knowledge and sport-specific contexts.

**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: Enhancing the pedagogical knowledge related to effective coaching will better prepare the candidate for performance in the workplace.

☐ 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. SOI and survey data.

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

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

**Data Sources:**

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

☐ 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: M. [signature] | Date: 11-12-15 |
| College/Division Exec. Comm.: [signature] | Date: 11-12-15 |
| Dean/Director: [signature] | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course): [signature] | Date: 12-1-15 |
| Graduate Dean: (for graduate course): [signature] | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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

# KSPE 8210
# SPORT COACHING PEDAGOGY
# 3 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards***
(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

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

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

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

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

**National Standards for Sport Coaches (NASPE CS)**

**Domain 5: Teaching and Communication**
**Standard 19:** Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.
**Standard 20:** Develop and monitor goals for the athletes and program.
**Standard 21:** Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.
**Standard 22:** Plan and implement daily practice activities that maximize time on task and available resources.

**Standard 23:** Utilize appropriate instructional strategies to facilitate athlete development and performance.
**Standard 25:** Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.
**Standard 26:** Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

**Domain 6: Sport Skills and Tactics**

**Standard 28:** Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athlete.

**Domain 8: Evaluation**

**Standard 37:** Implement effective evaluation techniques for team performance in relation to established goals.
**Standard 38**: Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.
**Standard 39:** Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.
**Standard 40:** Utilize and objective and effective process for evaluation of self and staff.

## INSTRUCTOR

Name: Matthew A. Grant, Ph.D., Assistant Professor
Office Number: PE complex 171
Telephone Number: 229-333-5461
Email Address: matgrant@valdosta.edu
Office Hours: By appointment MW from 2:00pm-5:00pm, T from 2:00pm-6:00pm
Website: NA

## COURSE DESCRIPTION

A study of essential information required for planning, instruction, and assessment of athletes will be researched in order to enhance current coaching practices of the advanced candidates. This course will allow coaches to develop appropriate teaching methods based on pedagogical content knowledge and sport-specific contexts.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

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

Online resources delivered via Desire2Learn course site.

Students will locate and utilize additional sites and readings as needed to support individual projects.

## COURSE OBJECTIVES

The student will:

1. Evaluate key components of sport coaching pedagogy and compare with current coaching practices within the specific sports context of the advanced candidate. (InTASC 7, 8; NASPE CS 5-19 – 5-23, 5-25, 5-26, 8-37-8-40; A-$CPL_{1.1}$)
   ***Activities/Assignment(s): class readings, module papers, and discussions**
   **Assessment(s): reflection paper**

2. Create a response manuscript (project) that reflects upon current practices and proposes areas of strength, weakness, and change for improvement in athlete instruction. (InTASC 6-8; NASPE CS 5-19 – 5-23, 5-25, 5-26, 6-28; 8-37-8-40; A-$AL_{3.1}$, A-$CPL_{3.1}$, A-$EDL_{2.2}$)
   ***Activities/Assignment(s): class readings, modules, and discussions**
   **Assessment(s): reflection paper and sport coaching pedagogy plan**
3. Develop new rules, routines, procedures, instructional methods, and assessments for increased coaching effectiveness. (InTASC 7; NASPE CS 5-19 – 5-23, 5-25, 5-26)
   ***Activities/Assignment(s): class readings, modules, and discussions**
   **Assessment(s): reflection paper and sport coaching pedagogy plan**
4. Develop a knowledge base that emphasizes effective sport coaching practices. (InTASC 6-8; NASPE CS 5-19 – 5-23, 5-25, 5-26, 6-28; 8-37-8-40; A-$CPL_{1.1}$, A-$EDL_{2.2}$)
   ***Activities/Assignment(s): class readings, modules, and discussions**
   **Assessment(s): reflection paper and sport coaching pedagogy plan**

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Modules – Each module divides the sport coaching pedagogy into topic-specific readings. Advanced candidates are required to use the required readings to produce a document that summarize each readings and their understanding of the effective pedagogy practice/method and its relationship to their coaching practice (i.e., a weakness, strength, or absence of pedagogy in their coaching). These papers will then be used to create a reflection paper and sport coaching pedagogy plan.
2. Discussions – Discussion boards allow advanced candidates to create new knowledge and refine ideas through posting his/her thoughts and responding to other students. Throughout the semester, advanced candidates will be required to participate in several discussion boards based on course topics. Due to the nature of this course and the amount of reading and writing required, discussion boards are provided and optional.
3. Sport Coaching Pedagogy Plan – Each advanced candidate will begin the semester by obtaining and submitting a copy of his/her sport coaching pedagogy plan. By the end of the semester, each advanced candidate will create a plan that includes routines and methods, planning, instruction, methods, assessment, and areas of growth (reflection).
4. Sport Coaching Pedagogy Plan Rough Draft – Prior to the final project due date, advanced candidates will submit a rough draft of their projects for review. This will allow advanced candidates to receive feedback prior to final project submission.

## COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Late assignments will not be accepted and result in a zero (0%).

| | |
|---|---|
| Assignment Module 1 – Routines & Management | 50 points |
| Assignment Module 2 – Planning | |
| Assignment Module 3 – Instruction | |
| Assignment Module 4 – Methods | |
| Assignment Module 5 – Assessment | |
| Discussions | 0 points |
| Sport Coaching Pedagogy Plan Rough Draft | 10 points |
| Sport Coaching Pedagogy Plan ($A\text{-}EDL_{2a}$)<br>***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** | 40 points ($A\text{-}EDL_{2a}$) |
| **Total** | **100 points** |

## GRADING SCALE

90% - 100% = A
80% - 89.99% = B
70% - 70.99% = C
60% - 69.99% = D
Below 60 % = F

**Module Assignments:** Each module addresses a different aspect of sport coaching pedagogy. Each advanced candidate will create a short summary of the readings (1 paragraph per reading) and submit a reflection of current coaching practices (i.e., strength, weakness, or absence of pedagogy in their coaching) that includes ways for improvement.

**Discussions:** Discussions have a vital role in this course. Online courses could separate advanced candidates and isolate them. In a cohort, it is critical that advanced candidates and instructors investigate topics within the course in a constructivist manner so as to create new knowledge and learning based on the experiences and opinions of all advanced candidates, or those within groups. Additionally, the ability for advanced candidates to analyze articles and consume the pertinent information found therein can be enhanced through such interactions.

**Sport Coaching Pedagogy Plan:** The major project for this course is the creation of a pedagogical plan for the sport-specific context of the advanced candidate's practice (e.g., the sport the student coaches). This plan will include the various aspects of effective pedagogy as reviewed in the module readings, discussion boards, and module assignments. The focus of this project is to use those assignments as guides for creating a master plan that will allow the student to apply his/her learning directly into his/her coaching practices. The sections will include the following topics: routines and methods, planning, instruction, methods, assessment, and areas of growth (reflection).



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**TURNITIN.COM**

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. For more information on the use of Turnitin at VSU see Turnitin for Students.

**ATTENDANCE POLICY**

This is an online course.

**PROFESSIONALISM**

*Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

***http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc***

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.
General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

**ACCESSIBILITY STATEMENT**

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

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

**STUDENT OPINION OF INSTRUCTION**

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

**DROP POLICY**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average." The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.*

**STATEMENT OF ORIGINALITY**

All written assignments that are sent to me need to have this affix:

STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta_____/___20___;

_____

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

**Date of Submission:** 10/12/2015 (mm/dd/yyyy)

| **Department Initiating Revision:** | **Faculty Member Requesting Revision:** |
|---|---|
| Kinesiology & Physical Education | Mike Griffin |

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

KSPE 8300 Applied Sport Science

**List Current and Requested Revisions:**

| **Current:** | **Requested:** |
|---|---|
| Course Prefix and Number: KSPE 8300 | Course Prefix and Number: KSPE 8300 |
| Credit Hours: 03 | Credit Hours: 03 |
| Course Title: Applied Sport Science | Course Title: Applied Sport Science |
| Pre-requisites:NA | Pre-requisites:NA |
| Course Description: Application of sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor development, and sports management to performance coaching. | Course Description: Application of various science-related fields of study to the coaches' instructional context in order to enhance current coaching practices of advanced candidates. This course will allow coaches to use learning from exercise physiology, biomechanics, motor development, sports management, and nutrition to enhance sport programs, coaching practices, and athletic outcomes. |

| **Semester/Year to be Effective:** | **Estimated Frequency of Course Offering:** |
|---|---|
| Fall/2016 | One time 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: The modified course reduces some of the overlap within the program, particularly in the area of sports psychology and will allow more focus on the listed content areas.

☐ Adopting current best practice(s) in field:

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

☐ Other:

| |
|---|
| |
| **Plans for assessing the effectiveness of the course:** SOI and survey data. |

| Approvals: | |
|---|---|
| College/Division Exec. Comm.: | Date: 11-12-15 |
| Dept. Head: | Date: 11-12-15 |
| Dean/Director: | Date: 11-12-15 |
| Graduate Exec. Comm.(if needed): | Date: 12-1-15 |
| Graduate Dean (if needed): | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: November 10, 2015

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# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission: November 4, 2015**

| **Department Initiating Deactivation:** | **Semester & Year to be Effective:** |
|---|---|
| Kinesiology & Physical Education | Fall 2016 |

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

KSPE 2800. Life Skills. 2 Hours.

KSPE 3860. Legal Aspects in the Sport Sciences. 2 Hours.

KSPE 4090. Exercise Cardiopulmonary Medications. 3 Hours.

KSPE 4250. Organization and Administration Strategies in Athletic Training. 3 Hours.

KSPE 4650. Applied Structural Anatomy and Kinesiology. 3 Hours.

KSPE 7050. Advanced Exercise Testing and Prescription for Various Populations. 3 Hours.

KSPE 7060. Exercise Electrocardiography. 3 Hours.

KSPE 7080. Sport-Related Illnesses and Conditions. 3 Hours.

KSPE 7100. Exercise Cardiovascular Physiology. 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 All courses listed are no longer offered in our department.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Program departures (AT & EP) and program changes.

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

| **Approvals:** | |
|---|---|
| College/Division Exec. Comm.: | Date: 11-12-15 |
| Dept. Head: | Date: 11.12.15 |
| Dean/Director: | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad course/program) | Date: 12-1-15 |
| Graduate Dean: (for grad course/program) | Date: 12-1-15 |
| Academic Committee: | Date: |

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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:** 99 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 16 |
|---|---|

**Degree and Program Name: MLIS - Library & Information Studies**

| **Present Requirements:** The mission of the Valdosta State University (VSU) Master of Library and Information Science Program is to provide a quality publicly supported education for generalists and specialists in the library and information science fields. Its primary focus is to educate librarians for academic, public, and special libraries in Georgia. | **Proposed Requirements:** (highlight changes after printing) The Department of Library and Information Studies at Valdosta State University educates a diverse community of online learners in the core competencies and values of the library and information professions, provides students with learning opportunities in traditional and emerging information environments, and prepares graduates to serve in a rapidly changing information society.<br>The MLIS Program is a 39 hour non-thesis program that is delivered primarily over the internet. It is based on VSU's assessment of the graduate education needs of library and information professionals in Georgia and the United States. |
|---|---|

**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 department reviewed its mission statement as part of its ongoing program review and assessment. The new mission statement more accurately reflects the current scope of the MLIS Program. The new mission statement was approved by the program advisory board in Spring 2015.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Alumni and Employer Surveys, student needs expressed in SOIs, expanding out of state enrollment**

☐ **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. The new mission statement is the outcome of student, employer, and advisory, board input and changes in enrollment trends.

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

| **Approvals:** | |
|---|---|
| Department Head: Linda Most | Date: 10/15/15 |
| College/Division Exec. Committee: Lynn C. Miller | Date: 11/12/15 |
| Dean(s)/Director(s): Lynn C. Miller | Date: 11/12/15 |
| Graduate Exec. Comm.: (for grad program) T. LaPlant | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. LaPlant | Date: 12-1-15 |
| 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:** 100 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 16 |
|---|---|

**Degree and Program Name: MLIS - Library & Information Studies**

| **Present Requirements:** PROGRESSION, RETENTION, DISMISSAL, AND READMISSION POLICIES | **Proposed Requirements:** (highlight changes after printing) PROGRESSION, RETENTION, DISMISSAL, AND READMISSION POLICIES |
|---|---|
| 1. Students must have a cumulative institutional GPA of 3.0 for all graduate courses in order to graduate from the MLIS program.<br>2. Earning grades below "B" in graduate courses will result in the following consequences: Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one de ciency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a graduate degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning letter. Additionally, all MLIS students admitted Fall 2011 and thereafter must earn a grade of "B" or better in MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. | 1. Students must have a cumulative institutional GPA of 3.0 for all graduate courses in order to graduate from the MLIS program.<br>2. Earning grades below "B" in graduate courses will result in the following consequences: Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one de ciency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a graduate degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning letter. Additionally, all MLIS students admitted Fall 2011 and thereafter must earn a grade of "B" or better in MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. All MLIS students admitted in Fall 2016 and thereafter must earn a grade of "B" or better in MLIS 7400 OR MLIS 7440. |

**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 department requires a grade of B or better in all required (core) courses. Now that either MLIS 7400 or MLIS 7440 is required as one of the students' electives the faculty agreed that expectations for performance in this course should be the same as expectations for performance in other required courses.

**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.) **Program assessments show that some students are not achieving the expected outcomes in either of these courses so raising the standard of performance will help raise outcome assessment results. If the students do not meet the required outcomes they will be told to either repeat the course they took or take the other course in this curriculum area until they meet the expected outcome levels.**

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

**Data Sources:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student learning outcome assessment performance will be tracked to see if students are meeting the new standard.**

| **Approvals:** | |
|---|---|
| Department Head: Linda Most | Date: 10/15/15 |
| College/Division Exec. Committee: Lynn C Mi | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Mi | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) T. J. Pl | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. J. Pl | Date: 12-1-15 |
| 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:** 100 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 16 |
|---|---|

**Degree and Program Name: MLIS - Library & Information Studies**

| **Present Requirements:** PROGRAM GRADUATION REQUIREMENTS | **Proposed Requirements:** (highlight changes after printing) PROGRAM GRADUATION REQUIREMENTS |
|---|---|
| 1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.<br>2. A grade of "B" or better in each of the MLIS Program's core courses. These courses are MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. | 1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.<br>2. A grade of "B" or better in each of the MLIS Program's core courses. These courses are MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. For students admitted in Fall 2016 or later, a grade of "B" or better in MLIS 7400 or MLIS 7440. |

**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 department requires a grade of B or better in all required (core) courses. Now that either MLIS 7400 or MLIS 7440 is required as one of the students' electives the faculty agreed that expectations for performance in this course should be the same as expectations for performance in other required courses.

**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.) **Program assessments show that some students are not achieving the expected outcomes in their choice of MLIS 7400 or MLIS 7440 so raising the standard of performance will help raise outcome assessment results. If the students do not meet the required outcomes they will be told to either repeat the course they took or take the other course in this curriculum area until they meet the expected outcome levels.**

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

**Data Sources:**

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student learning outcome assessment performance will be tracked to see if students are meeting the new standard.

| **Approvals:** | |
|---|---|
| Department Head: Linda Most | Date: 10/15/15 |
| College/Division Exec. Committee: Lynn C. Mi | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Mi | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) J T. LaPlat | Date: 12-1-15 |
| Graduate Dean: (for grad program) J T. LaPlat | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

| **Current Catalogue Page Number:** 101 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: MLIS Library & Information Studies**

| **Present Requirements:** REQUIREMENTS FOR THE MLIS DEGREE<br><br>Core (Required) Courses ..... 18 hours<br>MLIS 7000, MLIS 7100, MLIS 7200..... 9 hours MLIS 7300, MLIS 7700, MLIS 7800 ..... 9 hours<br>Electives ..... 21 hours<br>To include one of the following: MLIS 7400, ~~MLIS 7420,~~ MLIS 7440 (effective for students entering Fall 2015)..... 3 hours<br><br>Total Hours Required for the Degree ..... 39 semester hours | **Proposed Requirements:** (highlight changes after printing) Electives..... 21 hours<br>To include one of the following: MLIS 7400, MLIS 7440 (effective for students entering in Fall 2016).....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 review of the content of MLIS7420 and student performance on the relevant student learning outcome assessment indicated that this course content did not full address the learning outcomes covered in the required program assessment.

☒ Adopting Current Best Practice(s) in Field the content of MLIS 7420 is under review and new trends in this area of study will not provide students with the learning needed to successfully achieve the learning outcome currently housed in the course.

☐ 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. **trends reported by alumni and employers indicate that the area of content covered in MLIS 7420 should not be manipulated to match the content covered in MLIS 7400 and MLIS 7440, where the assessment will continued to be housed.**

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☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **MLIS 7420 student performance on the relevant SLOA did not align with performance on the assessment by students in MLIS 7400 and MLIS 7440.**

**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.) **this change is the result of the review of program assessment and course content alignment over the past two years.**

| **Approvals:** | |
|---|---|
| Department Head: Linda Most | Date: 10/15/15 |
| College/Division Exec. Committee: Lynn C. Miller | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) T. Lilla | Date: 12-1-15 |
| Graduate Dean: (for grad program) T Lilla | Date: 12-1-15 |
| 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:** 101 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: MLIS Library & Information Studies**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| Optional Track in Reference Sources and Services. 12 hours MLIS 7100 . . . . . 3 hours MLIS 7110, ~~MLIS 7111~~, MLIS 7120, MLIS 7130, MLIS 7150, ~~MLIS 7160, MLIS 7170~~, MLIS 7180, MLIS 7430, MLIS 7950*, or MLIS 7999* . . . . . 6 hours MLIS 7960* . . . . . 3 hours<br>* MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student. | Optional Track in Reference Sources and Services. 12 hours MLIS 7100 . . . . . 3 hours MLIS 7110, ~~MLIS 7111~~, MLIS 7120, MLIS 7130, MLIS 7150, MLIS 7180, MLIS 7430, MLIS 7950*, or MLIS 7999* . . . . . 6 hours MLIS 7960* . . . . . 3 hours<br>* MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student. |

**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 removes delisted courses MLIS 7160 and MLIS 7170 from the curriculum track where they used to be incorporated.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **courses were delisted based on input from employers and alumni.**

☐ **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. courses are being delisted based on results of employer and alumni surveys and current trends in LIS education.

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

| **Approvals:** | |
|---|---|
| Department Head: Linda Most | Date: 10/15/15 |
| College/Division Exec. Committee: Lynn C. Miller | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) T. Lehr | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. Lehr | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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# REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

| **Current Catalogue Page Number:** 102 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: MLIS Library & Information Studies**

| **Present Requirements:** Optional Track in Technology..... 15 hours<br>MLIS 7570.....3 hours<br>MLIS 7500, MLIS 7510, MLIS 7520, MLIS 7540, MLIS 7550, or MLIS 7580..... 6 hours<br>MLIS 7330, MLIS 7440, MLIS 7505, MLIS 7950*, MLIS 7960*, or MLIS 7999*..... 6 hours<br>* MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student. | **Proposed Requirements:** (highlight changes after printing) Optional Track in Technology..... 15 hours<br>MLIS 7330, MLIS 7440, MLIS 7510, MLIS 7520, MLIS 7540, MLIS 7570, MLIS 7580, MLIS 7950, MLIS 7960, or MLIS 7999*.....15 hours<br>* MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student. |
|---|---|

**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 allows increased flexibility in the ways students can complete the technology track, incorporates newly created courses into the track.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other updates catalog description of technology track to reflect currently available courses, delisted courses, and newly requested courses.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **results of technology track review, employer and alumni surveys, and trends in LIS education indicated a need for more flexibility in the way students can complete this track.**

☐ **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. data on number of students declaring and completing all curriculum tracks is currently collected. Trends in completion of the technology track will be followed to see if this change in creases the number of student who complete the track.

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

| **Approvals:** | |
|---|---|
| Department Head: Linda Most | Date: 10/15/15 |
| College/Division Exec. Committee: Lynn C. Miller | Date: 11-12-15 |
| Dean(s)/Director(s): Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) J. T. Lalk | Date: 12-1-15 |
| Graduate Dean: (for grad program) J. T. Lalk | Date: 12-1-15 |
| 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:** 102 | **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016 |
|---|---|

**Degree and Program Name: MLIS Library & Information Studies**

| **Present Requirements:** | **Proposed Requirements:** (highlight changes after printing) |
|---|---|
| Optional Track in Health Sciences Librarianship.. . . . . 15 hours MLIS 7170, MLIS 7111 . . . . . 6 hours MLIS electives . . . . . 6 hours<br>MLIS 7230 and MLIS 7440 are highly recommended. Other electives that qualify for this track are MLIS 7150, 7950*, 7999*, and either MLIS 7500 or MLIS 7505.<br>MLIS 7960* 3 hours<br>*MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on health sciences librarianship. MLIS 7950 will be used only when the other courses are not available to the student. | REMOVE THE FOLLOWING:<br>~~Optional Track in Health Sciences Librarianship.. . . . . 15 hours~~<br>~~MLIS 7170, MLIS 7111 . . . . . 6 hours~~<br>~~MLIS electives . . . . . 6 hours~~<br>~~MLIS 7230 and MLIS 7440 are highly recommended. Other electives that qualify for this track are MLIS 7150, 7950*, 7999*, and either MLIS 7500 or MLIS 7505.~~<br>~~MLIS 7960* 3 hours~~<br>~~*MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on health sciences librarianship. MLIS 7950 will be used only when the other courses are not available to the student.~~ |

**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 removes Health Sciences track from the Graduate Catalog because of lack of demand for a track in this subject area. Few students are interested in this area of specialization and their interests can be met by tailoring assignments from other more general courses to their areas of specialization.

**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.) **No students have declared this track in recent years.**

**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: Linda Most | Date: 10/14/15 |
| College/Division Exec. Committee: Lyn C. Mi | Date: 11-12-15 |
| Dean(s)/Director(s): Lyn C. Mi | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad program) T. J. Pl A | Date: 12-1-15 |
| Graduate Dean: (for grad program) T. J. Pl A | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

# Department of Library and Information Studies

*Dr. Linda R. Most, ~~Interim~~ Department Head*
*Odum Library*

~~The mission of the Valdosta State University (VSU) Master of Library and Information Science Program is to provide a quality publicly supported education for generalists and specialists in the library and information science fields. Its primary focus is to educate librarians for academic, public, and special libraries in Georgia.~~ The Department of Library and Information Studies at Valdosta State University educates a diverse community of online learners in the core competencies and values of the library and information professions, provides students with learning opportunities in traditional and emerging information environments, and prepares graduates to serve in a rapidly changing information society.

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

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

## SELECTED MLIS PROGRAM GOALS

- Prepare library and information practitioners to be successful in entry-level professional positions in academic, public, and special libraries.
- Use data gathered and analyzed through the assessment system to make program-related decisions.

## PROGRAM OBJECTIVES (EXPRESSED AS STUDENT LEARNING OUTCOMES)

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

1. perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in
   - information resources
   - reference and user services
   - administration and management
   - organization of recorded knowledge and information.
2. use existing and emerging technologies to meet needs in libraries and information centers.
3. integrate relevant research to enhance their work in libraries and information centers.
4. demonstrate professionalism as librarians or information specialists.

## EXAMPLES OF OUTCOME ASSESSMENTS

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

## ADMISSION TO THE MLIS PROGRAM

Prior to admission to any graduate program at Valdosta State University, applicants must rst submit a completed application to the Graduate School. A completed application includes evidence

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GRADUATE SCHOOL

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of completion of a bachelor's degree and official transcripts from all institutions previously attended, completion of application form, application fee, and any additional program requirements; all required materials and fees must be submitted by the admission deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Full information about applying to the MLIS program can be found on the VSU Graduate School website.

**Admission Deadlines**

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

## PROGRESSION, RETENTION, DISMISSAL, AND READMISSION POLICIES

1. Students must have a cumulative institutional GPA of 3.0 for all graduate courses in order to graduate from the MLIS program.
2. Earning grades below "B" in graduate courses will result in the following consequences: Students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one de ciency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a graduate degree) equals two deficiency points. Candidates admitted PRIOR to Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning letter. Additionally, all MLIS students admitted Fall 2011 and thereafter must earn a grade of "B" or better in MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. All MLIS students admitted in Fall 2016 and thereafter must earn a grade of "B" or better in MLIS 7400 OR MLIS 7440.
3. If dismissed from the MLIS program, the student must wait a minimum of two semesters and obtain approval from the MLIS Program Director before applying for readmission. e MLIS Program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the MLIS Program will be considered.
4. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Director of the Master of Library and Information Science Program, and approval from the Dean of the Graduate School.
5. MLIS students wishing to transfer credits from an outside institution must follow these guidelines:
    a) a maximum of nine credits from a previously completed graduate degree may be used. No time limit applies to this category.
    b) a maximum of six credits of transfer courses that did not apply to a completed degree may be used toward the MLIS degree. Courses transferred in this category cannot be older than 7 years at the time of completion of the MLIS degree.
    c) categories A and B combined may not exceed nine credit hours.
    d) transfer of credits for graduate courses requires the development of a program of study using the appropriate form obtained from the MLIS Program. e student and the advisor must draft the program of study, and the completed form must be signed by both the MLIS Program Director and by the Dean of the Graduate School.

## PROGRAM GRADUATION REQUIREMENTS

1. Satisfactory completion of all MLIS Program Assessments in force at the time the candidate was admitted to the MLIS Program.
2. A grade of "B" or better in each of the MLIS Program's core courses. These courses are MLIS 7000, MLIS 7100, MLIS 7200, MLIS 7300, MLIS 7700, and MLIS 7800. For students admitted in Fall 2016 or later, a grade of "B" or better in MLIS 7400 or MLIS 7440.

3. A 3.0 cumulative grade point average (GPA). No grade below a "C" will be credited toward the degree.

4. Submission of a graduation application no later than one semester prior to the anticipated graduation date.

Go to the Graduate School Website at **http://www.valdosta.edu/academics/graduate-school/welcome.php** and click on Our Programs, then click on MLIS Program for complete information on:

- Specific MLIS Program Admission Requirements
- MLIS Program Retention, Dismissal, and Readmission Policies
- MLIS Program Graduation Requirements

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

## 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~~ Fall 2016) ..... 3 hours

**Total Hours Required for the Degree** ..... **39 semester hours**

The grade of "B" or higher is required for MLIS 7000. A student earning a grade below "B" must repeat MLIS 7000 at the first opportunity. A grade below "B" in MLIS 7000 does not fulfill the MLIS 7000 prerequisite requirement for other courses.

**Optional Track in Cataloging and Classification.** ..... **12 hours**
MLIS 7300 ..... 3 hours
MLIS 7310, MLIS 7330, MLIS 7355, MLIS 7360,
MLIS 7950*, or MLIS 7999* ..... 6 hours
MLIS 7960* ..... 3 hours

* MLIS 7950, 7960, and 7999 must have a cataloging or classification emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

With the consent of the cataloging professor, paraprofessional or volunteer experience with cataloging or classification may substitute for MLIS 7960. In this case, the student will take another 3-credit-hour course in cataloging or classification.

**Optional Track in Library Management.** ..... **12 hours**
MLIS 7200 ..... 3 hours
MLIS 7210, MLIS 7220, or MLIS 7230 ..... 3 hours
MLIS 7240, MLIS 7250, MLIS 7260, MLIS 7270,
MLIS 7950+, MLIS 7960+, or MLIS 7999+ ..... 6 hours

+ MLIS 7950, MLIS 7960, and MLIS 7999 must have a library management emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

**Optional Track in Reference Sources and Services.** **12 hours**
MLIS 7100 ..... 3 hours
MLIS 7110, ~~MLIS 7111~~, MLIS 7120, MLIS 7130, MLIS 7150,
~~MLIS 7160, MLIS 7170~~, MLIS 7180, MLIS 7430, MLIS 7950*, or MLIS 7999* ..... 6 hours
MLIS 7960* ..... 3 hours

* MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

**Optional Track in Technology. .....15 hours**

MLIS 7570 ~~.....3 hours~~

~~MLIS 7500~~, MLIS 7510, MLIS 7520, MLIS 7540, ~~MLIS 7550~~, ~~or~~ MLIS 7580~~.....~~

~~..... 6 hours~~ MLIS 7330, MLIS 7440, ~~MLIS 7505~~, MLIS 7950*, MLIS 7960*, or MLIS 7999*

..... 15 hours

* MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on information technologies. MLIS 7950 will be used only when the other courses are not available to the student.

~~**Optional Track in Health Sciences Librarianship.....15 hours**~~

~~MLIS 7170, MLIS 7111.....6 hours~~

~~MLIS electives.....6 hours~~

~~MLIS 7230 and MLIS 7440 are highly recommended. Other electives that qualify for this track are MLIS 7150, 7950*, 7999*, and either MLIS 7500 or MLIS 7505.~~

~~MLIS 7960*.....3 hours~~

~~*MLIS 7950, MLIS 7960, and MLIS 7999 must have an emphasis on health sciences librarianship. MLIS 7950 will be used only when the other courses are not available to the student.~~

**Optional Track in Youth Services Librarianship. .....15 hours**

MLIS 7422, 7220, 7425..... 9 hours

MLIS 7420, 7421, 7423, 7950*, 7960*, or 7999* ..... 6 hours

*MLIS 7950, 7960, and 7999 must have a youth services emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

**Dual Program of Study for MLIS and Concurrent Media Specialist Certification (State of Georgia) .. 51 hours**

MLIS Required Courses (7) ..... 21 hours

MLIS Electives required to fulfill dual MLIS degree and GA Media Specialist Certification:

MLIS 7220, MLIS 7422, MLIS 7550 ..... 9 hours

MLIS 7420 or MLIS 7421..... 3 hours

College of Education Electives required to fulfill dual MLIS degree and GA Media Specialist Certification:

SPEC 3000* ..... 3 hours

EDUC 5999* ..... 0 hours

CIED 7060..... 3 hours

ITED 7300*, ITED 7201*, ITED 7203*, ITED 7299* ..... 12 hours

This program of study must be discussed with and approved by the student's MLIS Program advisor prior to application to the Instructional Technology Program as a non-degree seeking student.

*Acceptance into the Instructional Technology Program in the College of Education and Human Services' Department of Curriculum, Leadership, and Technology as a NON-DEGREE seeking student is REQUIRED before MLIS students can register for these courses. Enrollment in EDUC 5999 is based on admission to the CLT program.

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# REQUEST FOR A NEW COURSE

Valdosta State University

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

| | |
|---|---|
| **Department Initiating Request:** MLIS | **Faculty Member Requesting:** Yang |
| **Proposed New Course Prefix & Number:** (See course description abbreviations in the catalog for approved prefixes) MLIS 7510 | **Proposed New Course Title:** Essential Technologies in Libraries<br>**Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Essential Technologies in Libs |
| **Semester/Year to be Effective:** F 16 | **Estimated Frequency of Course Offering:** alternating 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.) An introduction to technologies defining or influencing library operations and services with an emphasis on essential library technologies. Course activities center upon conceptual and practical application of information technologies.

**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: Departmental review of the technology track indicated a need to update course offerings in this area. Professional standards and employer and alumni surveys recommend a need for a new course in this content area. This course will replace MLIS 7500 and MLIS 7505.

**Source of Data to Support Suggested Change:**

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Employer and alumni surveys conducted as part of departmental technology track review indicated a need for a new course focused on this content area. Students requested up to date content in this area.

☐ 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 tracked for student satisfaction. Employer and alumni surveys conducted after the course is added will be revised to assess outcomes of the new course.

☐ 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: Linda Most | Date: 10/15/15 |
| College/Division Exec. Comm.: Lynn C. Miller | Date: 11-12-15 |
| Dean/Director: Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course): J. T. Lillet | Date: 12-1-15 |
| Graduate Dean: (for graduate course): J. T. Lillet | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

**Dewar College of Education and Human Services**
**Valdosta State University**
**Department of Library and Information Studies**

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# MLIS 7510
# Essential Technologies in Libraries
# Three Credit Hours

## Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

## ALA's Core Competences of Librarianship

**(extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)**

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

**MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

**Instructor**

Name: Changwoo Yang

Office Number: Odum 4600

Telephone Number: (229) 333-7185

Email Address: cyang@valdosta.edu

Office Hours: Tuesday & Wednesday: 10am-2am, Thursday: 11am-1pm

**Course Description**

Introduction to technologies defining or influencing library operations and services with an emphasis on essential library technologies. Course activities center upon conceptual and practical application of information technologies.

**Required Textbooks / Resource Materials**

Title: *More Technology for the Rest of Us: A Second Primer of Computing for the Non-IT Librarian*
Edition: First
Publisher: Libraries Unlimited
Year: 2010
Editor: Nancy Courtney
ISBN-13: 978-1591589396
ISBN-10: 1591589398

There are also required, supplemental readings to cover broad areas of integrated library management systems. It is expected that each student will have the ability to download and open up both PDF files and MS Word files.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf

**Student Learning Outcomes**

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

1. Describe major technologies used in today's libraries.
2. Develop strategies for keeping pace with emerging technologies.
3. Report on the impacts of recent technological developments on library practices.
4. Evaluate information technology applications.
5. Discuss current technology issues relevant to libraries.

**Course Activities**

This is a web-delivered course. All other course communications, activities, and materials will be available exclusively through the BlazeVIEW web site and require weekly checks for assignments. Class activities include a set of readings, streaming videos, assignments, and asynchronous online discussions.

Details for each learning module are posted in the appropriate folder on the course website. It is the student's responsibility to check the course calendar for DUE DATES for all class work and the weekly folders and assignment folders for all required and supplemental readings and other materials.

**Course Assignments**

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Topic Discussions & Activities – 20% of Course Grade [Objective(s): 1, 3, 4, 5]

2. Learning Journal - 25% of Course Grade [Objective(s): 2, 5]
   Keep a log of self-learning activities and reflection throughout the semester.

3. Developing a User Guide 20% of Course Grade [Objective(s): 1, 4]
   Develop a user guide for a selected technology.

4. Shadowing Assignment - 20% of Course Grade [Objective(s): 3, 5]
   Identify an information center that uses major technologies and shadow a tech-savvy worker who uses these technologies on a regular basis.

5. Library Technology Proposal - 15% of Course Grade [Objective(s): 4, 5]
   Choose an emerging technology that can be applicable to libraries now or in the future. Write a report as if you are recommending that your library adopts the technology.

**Course Evaluation – Grading scale**

A: Excellent work - among the best at the graduate level (90%+ of possible points)

B: Satisfactory work - better than average work at the graduate level (80%-89%)

C: Honest attempt – needs moderate to major revision to be satisfactory (70%-79%)

D: Unsatisfactory, perfunctory, or missing work (60%-69%)

F: Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

**To be eligible to receive an A in this course requires completing every assignment.**

**Polices Affecting This Course**

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

**Attendance Policy**

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course

**Withdrawal**
You may drop the course without academic penalty on or before the official withdrawal date.

**Technical Requirements**
All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). Work submitted in non-compatible formats will not be accepted and will not be graded. The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://www.valdosta.edu/administration/it/helpdesk/ Their telephone hotline is 229-245-4357.

Grammar, punctuation, and spelling count. Use spell check. *The Publication Manual of the American Psychological Association*, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

**Communication:**
Faculty Office discussion board: The faculty office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail. By institutional policy, instructors are asked to communicate with students online through VSU accounts (BlazeView and VSU Email).

**Professionalism**

The Department of Library and Information Studies expects that MLIS 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. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

**Dewar College of Education & Human Services Policy on Plagiarism**

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

***MLIS Guide to Ethical Conduct***

***http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf***

**Accessibility Statement**

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

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

**Student Opinion of Instruction**

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

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# REQUEST FOR A NEW COURSE

Valdosta State University

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

| | |
|---|---|
| **Department Initiating Request:** MLIS | **Faculty Member Requesting:** Yang |
| **Proposed New Course Prefix & Number:** (See course description abbreviations in the catalog for approved prefixes) MLIS 7540 | **Proposed New Course Title:** Integrated Library Management Systems<br>**Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Integrated Lib Mgmt Systems |
| **Semester/Year to be Effective:** Fall 2016 | **Estimated Frequency of Course Offering:** alternating years |

**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.) Introduction to fundamental concepts of library management systems, with an emphasis on integrated library systems and electronic resource management systems. Topics include planning, selecting, and implementation ing of managerial issues related to library management systems.

**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: Departmental review of the technology track inidcated a need to update course content in this area of practice. Professional standards and alumni and employer surveys recommend a need for a new course in this area. This course will replace MLIS 7550.

**Source of Data to Support Suggested Change:**

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Employer and alumni surveys conducted as part of departmental technology track review indicated a need for a new course focused on this content area. Students requested up to date content in this area of practice.

☐ 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 tracked for student satisfaction. Employer and alumni surveys conducted after the course is added will be revised to assess outcomes of the new course.

☐ 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: Linda Most | Date: 10/15/15 |
| College/Division Exec. Comm.: Lyn C. Mi | Date: 11-12-15 |
| Dean/Director: Lyn C. Mi | Date: 11-12-15 |
| Graduate Exec. Comm.: (for graduate course): T. LeMa | Date: 12-1-15 |
| Graduate Dean: (for graduate course): T. LeMa | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

**Dewar College of Education and Human Services**
**Valdosta State University**
**Department of Library and Information Studies**

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# MLIS 7540
# Integrated Library Management Systems
# Three Credit Hours

## Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

## ALA's Core Competences of Librarianship

**(Extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/education careers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)**

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

## MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

## Instructor

Name: Changwoo Yang, PhD

Office Number: Room 4600, Odum Library

Telephone Number: 229-333-7185

Email Address: cyang@valdosta.edu

Office Hours: Tuesday and Wednesday (10:00am-2pm), Thursday (11am -1:30pm)

Website: http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php

## Course Description

Introduction to fundamental concepts of library management systems, with an emphasis on integrated library systems and electronic resource management systems. Topics include aspects of managerial issues related to planning, selection, and implementation of library management systems.

## Required Textbooks / Resource Materials

Title: *Integrated Library Systems: Planning, Selecting, and Implementing*
Edition: First
Publisher: Libraries Unlimited
Year: 2010
Authors: Webber, D., and Peters, A.
ISBN 10: 1591588979
ISBN 13: 978-1591588979

There are also required, supplemental readings to cover broad areas of integrated library management systems. It is expected that each student will have the ability to download and open up both PDF files and MS Word files.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf

**Student Learning Outcomes**

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

1. Evaluate components and features of library management systems.
2. Describe all the steps and processes involved in purchasing and implementing library management systems.
3. Identify managerial issues involved in library management systems.
4. Discuss trends in library management systems.

**Course Activities**

This is a web-delivered course. All other course communications, activities, and materials will be available exclusively through the BlazeVIEW web site and require weekly checks for assignments. Class activities include a set of readings, streaming videos, assignments, and asynchronous online discussions.

Details for each learning module are posted in the appropriate folder on the course website. It is the student's responsibility to check the course calendar for DUE DATES for all class work and the weekly folders and assignment folders for all required and supplemental readings and other materials.

**Course Assignments**

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Evaluation of Discovery Tools - 15% of Course Grade [Objective(s): 1]
   Evaluate features and functionalities of selected Discovery Tools.

2. Comparison of Integrated Library Management System Products- 20% of Course Grade [Objective(s): 1]
   Compare and evaluate the features of the selected library management system.

3. Technology Plan- 25% of Course Grade [Objective(s): 2, 3]
   Working in a group, describe the planning process for a new integrated library management system.

4. Request for Proposal (RFP)- 15% of Course Grade [Objective(s): 3]
   Prepare a RFP for library management system vendors.

5. Topic Discussions & Activities- 25% of Course Grade [Objective(s): 1, 2, 3, 4]

**Course Evaluation - Grading Scale**

A: Excellent work - among the best at the graduate level (90%+ of possible points)

B: Satisfactory work - better than average work at the graduate level (80%-89%)

C: Honest attempt – needs moderate to major revision to be satisfactory (70%-79%)

D: Unsatisfactory, perfunctory, or missing work (60%-69%)

F: Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

**To be eligible to receive an A in this course requires completing every assignment.**

**Polices Affecting This Course**

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

**Attendance Policy**

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course

**Withdrawal**

You may drop the course without academic penalty on or before the official withdrawal date.

**Technical Requirements**

All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). Work submitted in non-compatible formats will not be accepted and will not be graded. The university's Information Technology department provides step-by-step guides

on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://www.valdosta.edu/administration/it/helpdesk/ Their telephone hotline is 229-245-4357.

Grammar, punctuation, and spelling count. Use spell check. *The Publication Manual of the American Psychological Association*, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

**Communication**

Faculty Office discussion board: The faculty office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail. By institutional policy, instructors are asked to communicate with students online through VSU accounts (BlazeView and VSU Email).

**Professionalism**

The Department of Library and Information Studies expects that MLIS 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. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

**Dewar College of Education & Human Services Policy on Plagiarism**

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

**MLIS Guide to Ethical Conduct**

***http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf***

**Accessibility Statement**

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

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located

in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

**Student Opinion of Instruction**

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

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission: 10/14/15**

| **Department Initiating Deactivation:** | **Semester & Year to be Effective:** |
|---|---|
| MLIS | Fall 16 |

**List of courses (or the program or track) to be deactivated:**
Optional Track in Health Sciences Librarianship (Catalog page 102)
MLIS 7111 Info Retrieval In Science, Technology & Medicine
MLIS 7170 Health Sciences Librarianship

**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 Content of courses being delisted can be covered through students' choice of assignment topics in other continuing courses.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Lack of demand for a track in this subject area. Few students are interested in this specialization and their interests can be met by tailoring assignments from other more general courses to their areas of specialization.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Employers indicate that this content can be covered in other courses. Employment opportunities in this specialization are flat.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) No students have declared this track in recent years.

| **Approvals:** | |
|---|---|
| College/Division Exec. Comm.: Lynn C. Miller | Date: 11-12-15 |
| Dept. Head: Linda Most | Date: 10/15/15 |
| Dean/Director: Lynn C. Miller | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad course/program) T. DeMotte | Date: 12-1-15 |
| Graduate Dean: (for grad course/program) T. DeMotte | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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**Date of Submission: 10/14/15**

| **Department Initiating Deactivation:** | **Semester & Year to be Effective:** |
|---|---|
| MLIS | Fall 16 |

**List of courses (or the program or track) to be deactivated:**
MLIS 7500 Computer Applications for Information Professionals
MLIS 7505 Applied Technologies in Library Practice
MLIS 7550 Library Systems and Automation

**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 Content of courses being delisted will be updated and included in proposed new courses MLIS 7510 and MLIS 7540.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Departmental review of the Technology Track indicated a need to streamline and update course offerings in this area. Trends in LIS practice have changed since these courses were developed and the structure of these courses no longer reflects needs of the field. When compared with peer and aspirational programs, VSU MLIS's technology track had 2-4 more courses than other schools. Students were no longer enrolling in MLIS 7500 and enrollment in MLIS 7550 was down. MLIS 7505 has been offered as a three week summer course and students request more time to master this content.

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Employer and alumni surveys conducted as part of departmental technology track review confirmed the need to update and realign course content. Professional standards and competences provide indicators of current expectations for course content. SOIs for MLIS 7505.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Enrollment in MLIS 7500 and MLIS 7550 has declined.

| **Approvals:** | |
|---|---|
| College/Division Exec. Comm.: Lynn C. Mi | Date: 11-12-15 |
| Dept. Head: Linda Mosi | Date: 10/15/15 |
| Dean/Director: Lynn C. Mi | Date: 11-12-15 |
| Graduate Exec. Comm.: (for grad course/program) T. DeHart | Date: 12-1-15 |
| Graduate Dean: (for grad course/program) T. DeHart | Date: 12-1-15 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY

To: Jane Kinney, Catalog Editor

CC: Members of the VSU Academic Committee
Tee Mitchell, Director, Undergraduate Admissions
Joseph Weaver, Director, Off-Campus Programs
Chris Melody, Director, VSU at Kings Bay
Mark Smith, Coordinator, VSU at Moody AFB
Gerald Merwin, Director, Adult and Military Programs

From: Brian L. Gerber, Ph.D., Interim Provost and Vice President for Academic Affairs

Re: Policy Statement for Catalog

Date: October 1, 2015

Valdosta State University operates within the guidelines specified by the Department of Defense as they apply to servicemember education. Some of these policies require a specific catalog reference. To comply with these guidelines, please insert the following text in the Admissions section of the next catalog edition near the Readmission subheading.

**SERVICEMEMBER POLICIES**

As a member of the Servicemembers Opportunity College Degree Network Systems (SOC DNS), Valdosta State University is committed to maintaining policies and procedures that recognize the special circumstances that face those in uniform. Those referenced specifically in the SOC DNS Membership Criteria include:

- **Readmission.** The intent of the U.S. Department of Education Readmission policy as it applies to Servicemembers is to ensure that they are not penalized academically or financially for active duty. VSU fully supports this policy. The specific details are available at the U.S. Government Publishing Office's Electronic Code of Federal Regulations under Title 34 – Subtitle B – Chapter VI – Part 668 – Subpart B – §668.18 available at http://www.ecfr.gov/cgi-bin/text-idx?SID=39e00d2cf51750ff02f3872015b89388&mc=true&node=se34.3.668_118&rgn=div8
- **Prior Learning Assessment.** Servicemembers are afforded the same opportunity to earn college credits through Prior Learning Assessment (PLA) as other students. Additional information may be found in the Prior Learning Assessment section of the catalog and at the PLA website: http://www.valdosta.edu/academics/amp/prior-learning-assessment/

VALDOSTA STATE UNIVERSITY

- **Higher Education Relief Opportunities for Students Act of 2003 (HEROES).** The Heroes Act originally adopted in 2003 (Public Law 108-76) and made permanent in 2007 (Public Law 110-93) was designed to ensure that those serving in the military who are receiving Federal student aid are not adversely affected because of their military status. Specific details of the Act H.R. 1412 may be found at http://www.finaid.org/military/heroesact.pdf