

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 10, 2018**

2:30 p.m.

**Rose Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
September 10, 2018

1. Minutes of the April 9, 2018 meeting. (pages 1-3) were approved by email April 16th.
2. **COLLEGE OF BUSINESS**
 - a. Deactivation of MKTG 4220, 4230, and 4650 (pages 4-5)
3. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised course title and description COOP 4990 (pages 6-8)
4. **COLLEGE OF THE ARTS**
 - a. Revised course title and description MUSC 6510 (pages 9-11)
 - b. Deactivation of MUSC 6520 (12-13)
5. **COLLEGE OF HUMANITIES & SOCIAL SCIENCES**
 - a. Revised admission requirements for the MA in History (pages 14-16)
6. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. New course BIOL 1107 (pages 17-34). Deactivation BIOL 1107K.
 - b. New course BIOL 1107L (pages 35-54)
 - c. New course BIOL 1108 (pages 55-72). Deactivation BIOL 1108K
 - d. New course BIOL 1108L (pages 73-93)
7. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised standards of progress for the AAS in Dental Hygiene (pages 94-95)
 - b. Revised readmission policy for the AAS in Dental Hygiene (pages 96-97)
 - c. Revised remediation due process policy (pages 98-99)
 - d. Revised admission requirements for the BS in Exercise Physiology (pages 100-102)
 - e. Revised lecture and lab hours for HSEP 3010 (pages 103-104)
 - f. Revised title HSEP 3020 (pages 105-106)
 - g. Revised title, lecture and lab hours HSEP 3050 (pages 107-108)
 - h. Revised lecture and lab hours HSEP 3420 (pages 109-110)
 - i. Revised lecture, lab hours and prerequisite HSEP 3650 (pages 111-112)
 - j. New course HSEP 4050 (pages 113-117)
 - k. Revised prerequisite HSEP 4070 (pages 118-119)
 - l. New course HSEP 4140 (pages 120-127)
 - m. New course HSEP 4160 (pages 128-131)
 - n. Revised prerequisite HSEP 4210 (pages 132-133)
 - o. Revised lecture and lab hours and prerequisite HSEP 4510 (pages 134-135)
 - p. Revised course description HSEP 4550 (pages 136-137)
8. **MISCELLANEOUS**
 - a. Revised course title for eCore MATH 1401 (pages 138-139)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 9, 2018

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 9, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Frank Flaherty (Proxy Dr. Bobbie Ticknor), Dr. Ray Elson (Proxy Dr. Gary Futrell), Dr. Diane Wright, Ms. Sarah Arnett, Mr. Craig Hawkins, Ms. Sarah Arnett (Proxy Dr. Nicole Cox), Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Ms. Kwanza Thomas (Proxy Dr. Eugene Asola), Dr. Colette Drouillard, Ms. Kwanza Thomas, Dr. Michelle Ritter (Proxy Ms. Laura Carter), Ms. Catherine Bowers (Proxy Ms. Jessica Lee), and Ms. Amy Chew.

Members Absent: Dr. Bobbie Ticknor, Dr. Gary, Futrell, Dr. Nicole Cox, Dr. Eugene Asola, Ms. Laura Carter, Ms. Jessica Lee.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Michael Schmidt, Mr. Tommy Crane, Dr. Hollis Barnett, Mr. Clyde Edwards, Ms. Alicia Roberson, Dr. Lee Grimes, Dr. Kelly Heckaman, Dr. Bob Gannon, Dr. Jamie Workman, Dr. Mark Smith, Dr. Sonya Sanderson, Dr. Don Leech, and Dr. Doug Farwell.

The Minutes of the January 8, 2018 meeting were approved by email on January 23, 2018. (pages 1-5).

A. College of the Arts

1. Revised curriculum for the BA in Art was approved effective Fall Semester 2018 with the College of Arts and Sciences changed to College of Humanities and Social Science. (pages 6-11).
2. Revised credit hours, title, and description, Music (MUSC) 4511, "Song Literature", (SONG LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 12-14).
3. Deactivation of MUSC 4512 and 6520 were noted effective Fall Semester 2018. (pages 15-16).
4. Revised title, and description, Music (MUSC) 6510, "Song Literature", (SONG LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 151-153).

B. College of the Arts and Sciences

1. Revised course prerequisite, Criminal Justice (CRJU) 4910, "Internship in Criminal Justice", (INTERNSHIP IN CRIMINAL JUSTICE – 3-6 credit hours, 0 lecture hour, 3-6 lab hours, and 3-6 contact hours), was approved effective Fall Semester 2018 with the prerequisite changed to read ...Major, and a minimum of 60 earned credit... (pages 17-19).
2. Revised curriculum for the BA in Mathematics – Secondary Certification Track was approved effective Fall Semester 2018. (pages 20-21).
3. Revised credit hours, Mathematics Education (MAED) 4790, "Student Teaching", (STUDENT TEACHING – 3-6 credit hours, 0 lecture hour, 3-6 lab hours, and 3-6 contact hours), was approved effective Spring Semester 2019. (pages 22-24).
4. Revised credit hours, Mathematics Education (MAED) 4800, "Senior Professional Development Seminar", (SENIOR SEMINAR – 3 credit hours, 3 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2019. (pages 25-27).
5. Revised prerequisites and description, Biology (BIOL) 3000, "Biostatistics", (BIOSTATISTICS – 4 credit hours, 2 lecture hours, 4 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 28-30).
6. Revised prerequisites and description, Biology (BIOL) 5000, "Biostatistics", (BIOSTATISTICS – 4 credit hours, 2 lecture hours, 4 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 31-33).

7. New course, Biology (BIOL) 3601L, "Laboratory Techniques in Biochemistry", (BIOCHEMISTRY LABORATORY I – 2 credit hours, 1 lecture hour, 3 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 34-38).
8. New course, Biology (BIOL) 3602, "Biochemistry II", (BIOCHEMISTRY II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019. (pages 39-45).

C. College of Education and Human Services

1. New course, Middle and Secondary Education (FRMS) 7535, "Teaching Middle Grades and Secondary Mathematics", (TEACH MIDDLE AND SEC MATH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 46-50).
2. Revised catalogue copy for the MED in Counselor Education was approved effective Fall Semester 2018. (pages 51-55).
3. Revised curriculum for the MAT in Education – Health and Physical Education Track was approved effective Fall Semester 2018. (pages 56-59).
4. Revised catalogue copy for the MED in Educational Leadership – Higher Education Leadership Option was approved effective Fall Semester 2018. (pages 60-62).
5. Revised curriculum for the MAT in Special Education – Adapted Curriculum Track was approved effective Fall Semester 2018. (pages 63-65).
6. Revised curriculum for the MAT in Special Education – General Curriculum Track was approved effective Fall Semester 2018. (pages 66-68).
7. New course, Special Educ Adapted Curriculum (SEAC) 5531, "Practicum in Systematic Instruction for Students with Significant Disabilities", (PRACTICUM SYSTEMATIC INSTR – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hour), was approved effective Fall Semester 2019 with the description changed to read ...5530. Supervised experience during....classrooms and collect,... . (pages 69-75).
8. New course, Special Educ General Curriculum (SEGC) 6060, "Transition Planning and Services", (TRANS PLANNING AND SERVICES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2019 with the description changed to read – The study of theoretical constructs...goals to develop... . (pages 76-83).
9. Revised credit hours, title and description, Special Educ Adapted Curriculum (SEAC) 5530, "Systematic Instruction for Students with Significant Disabilities", (SYST INST SIGNIFICANT DISABIL – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2019. (pages 84-94).
10. Revised prerequisites and description, Special Educ Adapted Curriculum (SEAC) 6110, "Professional Capstone Course", (PROF CAPSTONE EXPERIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 95-97).
11. Revised course description, Special Educ Adapted Curriculum (SEAC) 6200, "Internship in Special Education Adapted Curriculum", (INTERNSHIP SP ED ADAPTED CURR – 3 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Fall Semester 2018. (pages 98-100).
12. Revised prerequisites and description, Special Educ General Curriculum (SEGC) 6110, "Professional Capstone Course", (PROF CAPSTONE EXPERIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 101-103).
13. Revised course description, Special Educ General Curriculum (SEGC) 6200, "Internship in Special Education General Curriculum", (INTERNSHIP SP ED GEN CURR – 3 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Fall Semester 2018. (pages 104-106).
14. Deactivation of SEAC 6100, 5510, and 6030 were noted effective Summer Semester 2018. (pages 107-108).
15. Deactivation of SEAC 5190 was noted effective Fall Semester 2018. (pages 109-110).

16. Deactivation of SERD 6040 and 6060 were noted effective Summer Semester 2018. (pages 111-112).
17. New course, Special Education (SPEC) 6999, "edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission", (EDTPA ASSESSMENT – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2018 with the description changed to read ... "Satisfactory" or "Unsatisfactory". A required... (pages 113-118).
18. New course, Special Education (SPEC) 7000, "Serving Students with Diverse Needs", (EDTPA ASSESSMENT – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2018 with the description changed to read – An introduction.... (pages 119-128).
19. Revised catalogue copy for the MAT in Education – ESOL Track was approved effective Fall Semester 2018. (pages 129-132).
20. Revised curriculum for the MAT in Education – ESOL Track was approved effective Fall Semester 2018. (pages 133-135).
21. Revised catalogue copy for the MAT in Education – FLED – French or Spanish Track was approved effective Fall Semester 2018. (pages 136-139).
22. Revised curriculum for the MAT in Education – FLED – French or Spanish Track was approved effective Fall Semester 2018. (pages 140-142).

D. Miscellaneous

New online forms were approved with minor changes to be used starting this next academic year. We will still be routing them in paper format for the next year, and will start to work on the workflow process so that they can be routed and approved electronically.

1. Online – New course request form (pages 143-144).
2. Online – Revised course request form (pages 145-146).
3. Online – Revised catalogue and curriculum form (pages 147-148).
4. Online – Deactivate/Activate a course of program form (pages 149-150).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

RECEIVED

MAY 02 2018

Date of Submission: 4/17/2018

Department Initiating Deactivation:
Marketing & International Business

Semester & Year to be Effective:
Fall 2018

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

1. MKTG 4200 Marketing Channel (3 hours) - An overview of the distribution function as it relates to both logistics and supply chain management. Provides the student with an overview of channel design, strategy, and structure; channel participants and functions; and physical distribution and logistics systems.
2. MKTG 4230 Business to Business Marketing (3 hours) - Prerequisite: MKTG 4200. Study of the process of buying from and selling to other businesses. Topics include market and product planning, pricing, financing, sales force management, and legal aspects of business marketing.
3. MKTG 4650 Marketing Research (3 hours) - Prerequisites: MATH 1261, MKTG 3050, and BUSA 2100 or MATH 2620. Develops the scientific process of problem solving in a marketing context. Covers the concepts of problem definition, hypothesis testing, questionnaire development, research design, and interpretation of statistical findings.

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 three (3) are duplicate courses. The course numbers were previously changed (MKTG 4670 marketing Channels; MKTG 4740 Business-to-Business marketing; and MKTG 3650 Marketing Research respectively) but the "old" courses have remained in the undergraduate catalog. If accepted, this request will delete the duplicate courses while retaining thye courses by the same title but under the new course numbers adopted after 2014 (and currently in use).

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.)

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Sanjay Gupta</i> <i>Adrian Khan</i>	Date: 4/30/18
Dean/Director: <i>Wang</i>	Date: 4/30/18
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/8/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: ~~Select One~~ Career Opportunities

Dept. Initiating Request:

Career Opportunities

Requestor's Name:

Gerald Williams

Requestor's Role:

Department Head

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

COOP 4990

Course Prefix and Number:

Course Title:

Applied Research Project in Co-op Work Experience

Course Title:

Career Preparedness and Intercultural Competency

Credit Hours:

3

Credit Hours:

Lecture Hours:

Lecture Hours:

1.15 twice a week

Lab Hours:

Lab Hours:

Pre-requisites:

COOP 1103 or COOP 2500

Pre-requisites:

None

CURRENT Course Description:

NEW Course Description: (hover over for instructions)

A major research project directly related to the student's co-op employment position and major. Students must submit a project prospectus for approval in advance of enrolling in this course. Students must present their completed project in written form to their academic advisor and orally to students or faculty in their major area.

This course is designed to increase career readiness and the attainment and demonstration of requisite competencies that broadly prepare students for a successful transition into the workplace. This course will provide for development of strategies and tactics that will close the gap between higher education and the world of work to prepare college students for successful entry into the work force. Major emphasis will focus on Global/Intercultural fluency by helping students improve skills for interacting cross-culturally. This course will also focus on: Teamwork/Collaboration, Digital Technology; Professionalism/Work Ethic; Career Management; Cultural Self-efficacy; Develop Contextual Communication skills; and strengthen self-regulation. Students must present a completed project in written form to their academic advisor and orally to students and instructor.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

- Core
- Major Requirement
- Elective

- Fall
- Spring
- Summer

2019

Every Semester

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other --

The career readiness of college graduates is an important issue in higher education, in the labor market, and in

the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates. The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified seven competencies associated with career readiness. This course will with establishing those competencies and provide for the development of strategies and tactics that will close the gap between higher education and the world of work.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Career Readiness Reflections
 Professional Competency Self-Assessment Tool
 Written Research Project
 NACE Bragging Rights Assessment
 Interview Evaluation Form
 Understanding Team Development Assessment



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Gerald Williams		8-22-18
College/Division Executive Committee			
Dean/Director	Vince Miller		8-22-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**

No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2018 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Dorea Cogk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 6510 Song Literature I

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Song Literature I

Pre-requisites:

Course Description: Survey course in art song literature. MUSC 6520 peruses the nineteenth and twentieth-century French, Spanish, English, and American song schools.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Song Literature

Pre-requisites:

Course Description: A survey course of German, French, Spanish, Italian, British, American, and Russian art song literature from the Renaissance through the 21st century.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
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: MUSC 6510 Song Literature I and MUSC 6520 Song Literature II are being combined into one course. MUSC 6520 Song Literature II will be deactivated, as its course content can be covered in one semester.

Plans for assessing the effectiveness of the course: Listening journals, class presentations, written exams, a final paper, and additional assessments at the graduate coursework level.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 3/24/18
Dept. Head: <i>[Signature]</i>	Date: 3/26/18
Dean/Director: <i>[Signature]</i>	Date: 3/26/18
Graduate Exec. Comm.(if needed): <i>[Signature]</i>	Date: 6-14-18
Graduate Dean (if needed): <i>[Signature]</i>	Date: 6-14-18
Academic Committee:	Date:

Form last updated: March 26, 2018

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 03/20/2018

Department Initiating Deactivation:
Music

Semester & Year to be Effective:
Fall 2018



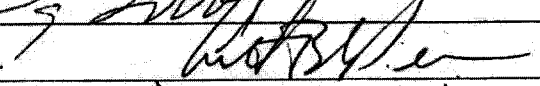
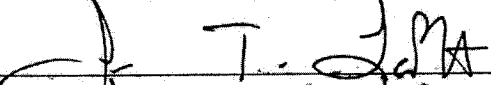


List of courses (or the program or track) to be deactivated: MUSC 4512 Song Literature II and MUSC 6520 Song Literature II

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The course content of MUSC 4512 Song Literature II and MUSC 6520 Song Literature II (graduate course) will be covered in MUSC 4511 Song Literature I and MUSC 6510 Song Literature I (both courses are undergoing revisions to accommodate the additional content). At this time, there is no need to offer a second course in the song literature sequence with the expansion of MUSC 4511 and MUSC 6510.

Source of Data to Support Suggested Change:

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

Approvals:	
College/Division Exec. Comm.: 	Date: 3/26/18
Dept. Head: 	Date: 3/26/18
Dean/Director: 	Date: 3/26/18
Graduate Exec. Comm.: (for grad course/program) 	Date: 6-14-18
Graduate Dean: (for grad course/program) 	Date: 6-14-18
Academic Committee: 	Date:

Form last updated: January 6, 2010

JUN 13 2018

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

Valdosta State University

OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

Area of Change: Core Senior Graduate

Current Catalogue Page Number: Unsure

Proposed Effective Date for Revised Catalogue Copy: (new or revised) January 2018

Degree and Program Name: Master of Arts with a Major in History

Present Requirements:

Must hold a bachelor's degree from a regionally- accredited institution.
 Minimum cumulative undergraduate GPA of 3.0 on 4.0 scale calculated on all attempted coursework.
 Minimum 3.0 GPA in all college-level History courses, with no grade below a "C" in a History course.
 Minimum of 15 semester hours credit in upper-level (3000 or above) History courses.
 Minimum GRE Requirements:
 500 Verbal score and 4.0 Analytical score
 If taken July 2011 or later: 153 Verbal score and 4.0 Analytical score
 An essay detailing applicant's interest in enrolling in the program, goals for advancing his/her intellectual abilities in the program, and how study in the program will advance his/her professional skills.
 Recommendations from professionals familiar with your academic work.
 Sample of formal writing such as a research or seminar paper.

Proposed Requirements: (highlight changes after printing)

Must hold a bachelor's degree from a regionally- accredited institution.
 Minimum cumulative undergraduate GPA of 3.0 on 4.0 scale calculated on all attempted coursework.
 Minimum 3.0 GPA in all college-level History courses, with no grade below a "C" in a History course.
Minimum of 15 semester credit hours in undergraduate History courses. (This requirement is satisfied by an applicant completing at least 9 hours of graduate History coursework as a non-degree seeking student with the grade of "A" or "B".)
 Minimum GRE Requirements:
 500 Verbal score and 4.0 Analytical score
 If taken July 2011 or later: 153 Verbal score and 4.0 Analytical score OR
Minimum MAT Requirement:
 401.
 An essay detailing applicant's interest in enrolling in the program, goals for advancing his/her intellectual abilities in the program, and how study in the program will advance his/her professional skills.
 Recommendations from two professionals familiar with your academic work.
 Sample of formal writing such as a research or seminar paper.
Non-traditional students and applicants not meeting the above requirements may be considered for probationary admission as determined on a case-by-case basis.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Adding the option of using MAT scores for admission should help recruit students with Education undergraduate and/or graduate degrees into our MA and Certificate programs.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) We intend to assess these changes through enrollment numbers.

Approvals:		
Department Head:	<i>John [unclear]</i>	Date:
College/Division Exec. Committee:	<i>Connie Richards</i>	Date: <i>3/21/18</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date: <i>3/21/18</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. [unclear]</i>	Date: <i>6-14-18</i>
Graduate Dean: (for grad program)	<i>J. T. [unclear]</i>	Date: <i>6-14-18</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

JUL 11 2018

Request for a Revised Course Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 02/01/2018 (mm/dd/yyyy)		
Department Initiating Revision: Biology	Faculty Member Requesting Revision: Cantonwine	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 1107K, Principles of Biology I		
List Current and Requested Revisions:		
Current: Course Prefix and Number: BIOL 1107K Credit Hours: 4 Course Title: Principles of Biology I Pre-requisites: Corequisite for biology majors: BIOL 1100 Course Description: An introduction to the principles of biology for science majors, with an emphasis on the cellular nature of life. Concepts covered include the origin and early evolution of cellular life; cell structure, function, metabolism, and reproduction; cell signaling; and gene regulation in bacteria and eukaryotes.	Requested: Course Prefix and Number: BIOL 1107 Credit Hours: 3 Course Title: Principles of Biology I Pre-requisites: Corequisite: BIOL 1107L and for biology majors, BIOL 1100 Course Description: An introduction to the principles of biology for science majors, with an emphasis on the cellular nature of life. Concepts covered include the origin and early evolution of cellular life; cell structure, function, metabolism, and reproduction; cell signaling; and gene regulation in bacteria and eukaryotes.	
Semester/Year to be Effective: Spring 2019	Estimated Frequency of Course Offering: every semester	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> 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.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Separating the lecture and lab will provide students more flexibility with their schedules because all labs will be open to all students despite the lecture instructor. Students who pass lab but fail to pass the lecture will not have to retake the lab, or vice versa.		

Plans for assessing the effectiveness of the course: Data collected from SOI evaluations, faculty feedback, and number of students served.

Approvals:	
College/Division Exec. Comm: <i>Connie Richards</i>	Date: <i>5/8/18</i>
Dept. Head: <i>[Signature]</i>	Date: <i>5-8-18</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>5/8/18</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: April 27, 2018

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

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.

- 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)

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.

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://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:** Valdosta State University
2. **This is a proposal for** (mark one box below):

<input checked="" type="checkbox"/>	Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E 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: BIOL 1107K
	To: BIOL 1107
<input type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum

3. **Course Subject** (e.g., philosophy): **Biology**
4. **Course Prefix and Number** (e.g., PSYC 1101): **BIOL 1107**
5. **Course Title** as it appears (or will appear) in catalog: **Principles of Biology I**
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 the principles of biology for science majors, with an emphasis on the cellular nature of life. Concepts covered include the origin and early evolution of cellular life; cell structure, function, metabolism, and reproduction; cell signaling; and gene regulation in bacterial and eukaryotes.

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](#))

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

n/a

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 Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	State your institution's approved learning outcome(s) for Area A: Enter text here.
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area B (Institutional Options)
	State your institution's approved learning outcome(s) for Area B: Enter text here.
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	State your institution's approved learning outcome(s) for Area C: Enter text here.
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above: Enter text here.
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	State your institution's approved learning outcome(s) for Area D: Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above: In lecture students learn about and are assessed on their knowledge of cellular structure, function, metabolism and reproduction, the nature of the gene and its action, the mechanisms of evolution, the scientific method and experimental design.
	If Area D, select appropriate major(s):
<input checked="" type="checkbox"/>	math/science majors
<input checked="" type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
	State your institution's approved learning outcome(s) for Area E: Enter text here.
	Explain how the proposed course satisfies the Area E learning outcome(s) listed above: Enter text here.

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.~~

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

Other Prerequisites (enter "none" if not applicable): None

Course Co-requisites (enter "none" if not applicable): Corequisite BIOL 1107L

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.)

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, which program or programs?

BA in Biology

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

We are asking for an Exception 5 from section 2.4.7 in order to specify that students who are earning a BA in Biology complete BIOL1107 and BIOL1107L, CHEM1211 and CHEM1211L in area D.2.a. When the BA in Biology new program paperwork was filed and approved (2008-2009) the Biology Department specified that students complete BIOL1107K, CHEM1211 and CHEM1211L in area D.2.a., which was and still is the current practice. In the current core curriculum proposal form that we are now submitting, we are not asking for any changes to the required content/course requirements that were originally proposed and approved for the BA in Biology, rather we are simply asking to separate the lecture and lab for BIOL1107K. Currently, BIOL1107K is a 3-3-4 (lecture hours- lab hours - credit hours) class, so the separation will create BIOL1107 (3-0-3) and BIOL1107L (0-3-1).

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 and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
4-24-18	Biology Department
5-8-18	College of Arts and Sciences Executive Committee
	Academic Committee

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

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	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)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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 Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- | | |
|--|---|
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Geological Sciences and Geography |
| <input type="checkbox"/> Arts and Sciences (Deans) | <input type="checkbox"/> Georgia Film Academy Film Production |
| <input checked="" type="checkbox"/> Biological Sciences | <input type="checkbox"/> Kinesiology |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematical Subjects |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Computing Disciplines | <input type="checkbox"/> Philosophy & Religion |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Physics and Astronomy |
| <input type="checkbox"/> Educator Preparation | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Fine and Applied Arts | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Foreign Languages | |

Please provide the following contact information:

Provost/VPAA Name:	
Email Address:	
Phone Number:	
Mailing Address:	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

- Answer questions that demonstrate an understanding of fundamental concepts of biology including:
 - o the scientific method and experimental design
 - o cellular structure, function, metabolism, and reproduction
 - o the nature of the gene and its action
 - o the mechanisms of evolution

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Tentative Lecture Schedule, BIOL 1107

Week	Subject	Chapters	
Aug 14	Syllabus Living organisms are similar Evolution	Introduction 1.1 Evolution	
Aug 21	Investigating life through experiments Cellular structure & function Cellular structure & function	1.2 5.1-5.3 5.3	Ch.1 Quiz Aug 22 (Tues)
Aug 28	Extracellular structure & evolution of eukaryotic cells; Cellular membrane structure & function EXAM 1 (Friday, Sept. 1, Chapters 1 & 5);	5.4-5.5 6.1 EXAM 1	Ch.5 Quiz Aug 29 (Tues)
Sept 4	<i>Labor day, no class (Sept 4);</i> Basic chemistry Macromolecule intro & lipids	No Class 2.1-2.3 3.1 & 3.4	Ch.2 Quiz Sept 7 (Thurs)
Sept 11	Proteins Carbohydrates Cell membrane adhesion & recognition, Passive transport	3.2 3.3 6.2-6.3	Ch.3 Quiz Sept 14 (Thurs)
Sept 18	Active transport pH & basic physics EXAM 2 (Friday, Sept 22, Chapters 2.1-2.3, 3 & 6)	6.4-6.5 2.4 & 8.1 EXAM 2	Ch.6 Quiz Sept 19 (Tues)
Sept 25	Energy, Enzymes, & Metabolism Enzymes, & Metabolism cont. Glycolysis & Krebs cycle (no class, recorded lecture on BV)	8.2-8.3 8.4-8.5 9.1-9.2	Ch.8 Quiz Sept 28 (Thurs)
Oct 4	Cellular respiration cont. Photosynthesis part 1 Photosynthesis part 2	9.3-9.5 10.1-10.3 10.5	Ch.9 Quiz Oct 5 (Tues)
Oct 9	FALL BREAK (Oct 9-10) Catch-up or Review Ch. 8-10 (EXAM 3, Oct 13, Ch. 2.4, 8-10)	No Class Catch-up or Review Exam 3	Ch.10 Quiz Oct 11 (Wed)
Oct 16	Nucleic acids; DNA and its role in heredity From DNA to protein (transcription) From DNA to protein (translation)	4.1, 13.1-13.2 14.2-14.4 14.5-14.6	Ch.14 Quiz Oct 22 (Sun)

Oct 23	The cell cycle – mitosis & cytokinesis DNA replication Sexual life cycle – meiosis	11.1, 11.3 13.3 11.4-11.5	Ch.13 Quiz Oct 26 (Thurs) Ch.11 Quiz Oct 29 (Sun)
Oct 30	Catch-up or Review (EXAM 4, Nov 1, Ch 4.1, 11, 13, 14) Basic Mendelian Genetics	Catch-up or Review Exam 4 12.1	
Nov 6	Mutations Mutations and diseases How mutations are analyzed & PCR	15.1 15.2 15.3 & 13.5	
Nov 13	Genetic disease screening & treatment Cell communication Communication & multicellularity	15.4-15.5 7.1-7.2 7.3-7.5	Ch.15 Quiz Nov 14 (Tues)
Nov 20	Putting it all together – Cancer case study part 1 Thanksgiving Break (Nov 22-24)	11.2 & 11.7	Ch.7 Quiz Nov 20 (Mon)
Nov 27	Putting it all together – Cancer case study part 2 Catch-up or Review (EXAM 5, Dec 1, Ch.12.1, 15, 7, 11.2 & 11.7)	11.7 Catch-up or Review EXAM	
Dec 4	Review Final Exam (Weds. Dec 6, 8:00-10:00am)	Review Final Exam	

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- All faculty who teach introductory courses use exams to assess student learning; these exams are not standardized. Other assessments and activities are determined/created by faculty for their individual courses, although faculty share ideas with their colleagues.
- Assessments may include:
 - o Unit Exams (5 at 100 points each)
 - o Cumulative Final Exam (1 at 100 points)
 - o Chapter Assessments: may include summative quizzes and adaptive reading quizzes in LaunchPad, inclass quizzes, other take-home homework assignments or problem sets, in-class clicker questions.
 - o Reading assignments in textbook

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- Faculty tailor their instructional strategies to fit their teaching style. Strategies that faculty use include:
- Lecture with powerpoint slides and wipe board explanations
- Adaptive Learning exercises called LearningCurve that are associated with Launchpad
- Experiential instruction in lecture where students interact with other students to learn content during lecture
- Clicker questions, exam wrappers, quizzes with confidence components, study journals

Potential Textbooks

Provide examples of possible textbooks for the course.

- 9781319025311 Life: The Science of Biology (w/eBook + Access) Sadava 11th
- 9781319126193 Life (LoosePgs)(w/LaunchPad Access) Sadava 11th
- 9781319125714 Life: Biology (w/LaunchPad Acc) Sadava 11th

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.

1345 Council_General

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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).

1345 Council_General

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

1345	Council_General
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Course Title: Institution:

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

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

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

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 6/19/17

RECEIVED

REQUEST FOR A NEW COURSE

JUL 11 2018

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Cantonwine

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 1107L

Proposed New Course Title:

Principles of Biology Laboratory I

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Princliples of Biology Lab I

Semester/Year to be Effective:
Spring 2019

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 3

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre- or Corequisite: BIOL 1107. A laboratory course to accompany BIOL 1107, with exercises dealing with the cellular nature of life.

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: Splitting the lab from the lecture will provide students more flexibility with their schedules since all labs will be open to all students despite the lecture instructor. Students who pass lab but fail to pass the lecture will not have to retake the lab.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. .
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data gathered from Fall 2017 BIOL 1107 indicated that 30% of BIOL 1107 students passed the lab but not the lecture. This pattern is typical of other semesters.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be used to evaluate the success of separating the lab from the lecture, and feedback from faculty members teaching the course will also be used

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: <i>Robert Cannon</i>	Date: <i>5-8-18</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>5/8/18</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>5/8/18</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 1107L: Principles of Biology Laboratory I Syllabus

Instructor: Dr. Emily Cantonwine **Office:** BC2031 **Office Hours:** MWF **Email:** egcantonwine@valdosta.edu
Laboratory BC 1083: Section Z (CRN #): T / 2:00 - 4:50

Pre- or Corequisite: BIOL 1107. **Course Description:** A laboratory course to accompany BIOL 1107, with exercises dealing with the cellular nature of life. **Textbook:** Methods & Investigating (Valdosta Custom lab manual), Goddard. 6th edition (REQUIRED)

TENTATIVE LABORATORY EXERCISES:

Lab	Week of:	Topic:
1	Aug. 14-18	Introduction to the Lab, Safety, and Laboratory Notebooks
2	Aug. 21-25	Exercise 1: Introduction to the Use of the Scientific Method
3	Aug. 28- Sept. 01	Exercise 2: Basic Light Microscopy
--	Sept. 04-09	Labor Day- NO LABS
4	Sept. 11-15	Exercise 3: Light Microscopy Observations of cells and organisms; Basic "5 Kingdom" levels of organization.
5	Sept. 18-22	Exercise 4: Independent Microscopy Project
6	Sept. 25-29	Exercise 4 Cont'd: Independent Microscopy Project: Data collection lab; Distribution of microscopic flora and fauna. A1: Results and conclusions (due beginning of next lab)
7	Oct. 02-06	Exercise 6: Protein extraction & Quantification from living tissues
--	Oct. 09-13	Fall Break- NO LABS
8	Oct. 16-20	Exercise 7: Enzymology Lab: basics of α -amylase activity
9	Oct. 23-27	Exercise 8: Enzyme Regulation: Investigation of the effects of temperature and pH on α -amylase activity A2: Results and conclusions (due beginning of next lab)
10	Oct. 30-Nov. 03	Crime Scene Lab (handout) & Mendelian Genetics activity (handout)
11	Nov. 06-10	Bioinformatics Activity (handout)
12	Nov. 13-17	Exercise 14: Transformation of pGLO plasmid
--	Nov. 20-24	Thanksgiving Break- NO LABS
13	Nov. 27- Dec. 01	Finish Ex. 14- Analyze Transformations A3: Lab Assessment (in class) N: Notebook due

Summary of Laboratory Grade (100% points):

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	A1	A2	A3	N	Total
10	10	10	10	10	10	10	10	10	10	10	10	10	20	50	200

Q= Laboratory Quiz, A= Laboratory Assignment in or outside of class, N= Laboratory Notebook

Your grade is computed as a percentage of your total points (x) from the total possible (y), where $(x / y) \times 100 =$ laboratory percentage. Use the empty row in the table above to keep track of your individual points and lab percentage at any point in the semester. Quizzes are given weekly at the beginning of lab during the first 10 minutes. You will have only the time allotted at the beginning of lab to take the quiz. **No make-up quizzes allowed.** Assignments are listed in the above Laboratory Exercises as A1-A3 along with a short description & due dates.

Attendance Policy: Attendance will be recorded using the lab quiz, which will be given the first 10 minutes of the lab. Students arriving 10-30 minutes late, may put their name on a quiz to be counted present, but may not complete the quiz. Students arriving >30 minutes may enter the lab but will not be counted as present. Any student leaving lab without my permission before the lab is complete will be counted absent. In the event that a student misses a lab with an excuse, s/he should email me within 24 hours of the missed lab. It is my prerogative to accept the excuse or not. **ABSOLUTELY NO LABORATORIES CAN BE "MADE UP."**

Student Conduct: Cell phone use is not allowed during lab. One point will be taken off of your quiz if a cell phone is observed during lab for any unapproved purpose. This includes, checking your text messages. Refer to the Lab manual for lab rules.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) prohibits the public posting of grades by social security number or in any manner personally identifiable to the individual student. No grades can be given over the telephone or over email because positive identification cannot be made. While I do not post grades on Blazeview, I will respond to messages on Blazeview about your grade.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment and is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Concealed Guns on Campus: If you choose to carry a concealed weapon you are responsible for knowing and following the law. If you have any questions concerning this new law, contact University Police (229-333-7861) or the University Attorney (229-333-5351; West Hall 125).

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

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.

- 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)

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.

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://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:** Valdosta State University
2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E 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:
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum

3. **Course Subject** (e.g., philosophy): **Biology**
4. **Course Prefix and Number** (e.g., PSYC 1101): **BIOL 1107L**
5. **Course Title** as it appears (or will appear) in catalog: **Principles of Biology Lab I**
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): **0-3-1**
7. **Provide a catalog description of the course** in the box below.

A laboratory course to accompany BIOL 1107, with exercises dealing with the cellular nature of life.

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](#))

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

n/a

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 Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	State your institution's approved learning outcome(s) for Area A: Enter text here.
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area B (Institutional Options)
	State your institution's approved learning outcome(s) for Area B: Enter text here.
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	State your institution's approved learning outcome(s) for Area C: Enter text here.
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above: Enter text here.
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	State your institution's approved learning outcome(s) for Area D: Enter text here. Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above: In lab students gain practical experience with the scientific method and experimental design. They use a variety of standard lab protocols and techniques including lab safety, microscopy and pipetting. In addition, the experiments, activities, and assessments completed in the lab enable students to demonstrate their understanding of fundamental concepts of biology including biological organization, protein function and the nature of a gene and its action.
	If Area D, select appropriate major(s):
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
	State your institution's approved learning outcome(s) for Area E: Enter text here.
	Explain how the proposed course satisfies the Area E learning outcome(s) listed above:

Enter text here.

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.~~

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

Other Prerequisites (enter "none" if not applicable): Pre- or corequisite: BIOL 1107

Course Co-requisites (enter "none" if not applicable): BIOL 1107, 1100

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.)

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If yes, which program or programs?

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

We are asking for an Exception 5 from section 2.4.7 in order to specify that students who are earning a BA in Biology complete BIOL1107 and BIOL1107L, CHEM1211 and CHEM1211L in area D.2.a. When the BA in Biology new program paperwork was filed and approved (2008-2009) the Biology Department specified that students complete BIOL1107K, CHEM1211 and CHEM1211L in area D.2.a., which was and still is the current practice. In the current core curriculum proposal form that we are now submitting, we are not asking for any changes to the required content/course requirements that were originally proposed and approved for the BA in Biology, rather we are simply asking to separate the lecture and lab for BIOL1107K. Currently, BIOL1107K is a 3-3-4 (lecture hours- lab hours - credit hours) class, so the separation will create BIOL1107 (3-0-3) and BIOL1107L (0-3-1).

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 and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
4-24-18	Department of Biology
5-8-18	College of Arts and Sciences Executive Committee
	Academic Committee

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

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	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)?

<input type="checkbox"/>	Approved
--------------------------	----------

<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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 Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- | | |
|--|---|
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Geological Sciences and Geography |
| <input type="checkbox"/> Arts and Sciences (Deans) | <input type="checkbox"/> Georgia Film Academy Film Production |
| <input checked="" type="checkbox"/> Biological Sciences | <input type="checkbox"/> Kinesiology |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematical Subjects |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Computing Disciplines | <input type="checkbox"/> Philosophy & Religion |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Physics and Astronomy |
| <input type="checkbox"/> Educator Preparation | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Fine and Applied Arts | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Foreign Languages | |

Please provide the following contact information:

Provost/VPAA Name:	
Email Address:	
Phone Number:	
Mailing Address:	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

By the end of this course, students will be able to:

- Answer questions that demonstrate an understanding of fundamental concepts of biology including:
 - o the scientific method and experimental design
 - o biological organization
 - o protein function
 - o the nature of a gene and its action
- perform a variety of standard lab techniques used in biological research including
 - o lab safety
 - o using a microscope
 - o pipetting
- use critical thinking skills and written communication skills to present the results and conclusions of data collected in the lab in standard scientific writing format

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

- Example Lab Schedule

Lab	Week of:	Topic:
1	Aug.14-18	Introduction to the Lab, Safety, and Laboratory Notebooks
2	Aug. 21-25	Exercise 1: Introduction to the Use of the Scientific Method
3	Aug. 28- Sept. 01	Exercise 2: Basic Light Microscopy
--	Sept. 04-09	Labor Day- NO LABS
4	Sept. 11-15	Exercise 3: Light Microscopy Observations of cells and organisms; Basic "5 Kingdom" levels of organization.
5	Sept. 18-22	Exercise 4: Independent Microscopy Project
6	Sept. 25-29	Exercise 4 Cont'd: Independent Microscopy Project: Data collection lab; Distribution of microscopic flora and fauna. A1: Results and conclusions (due beginning of next lab)

7	Oct. 02-06	Exercise 6: Protein extraction & Quantification from living tissues
--	Oct. 09-13	Fall Break- NO LABS
8	Oct. 16-20	Exercise 7: Enzymology Lab: basics of α -amylase activity
9	Oct. 23-27	Exercise 8: Enzyme Regulation: Investigation of the effects of temperature and pH on α -amylase activity A2: Results and conclusions (due beginning of next lab)
10	Oct. 30-Nov. 03	Crime Scene Lab (handout) & Mendelian Genetics activity (handout)
11	Nov. 06-10	Bioinformatics Activity (handout)
12	Nov. 13-17	Exercise 14: Transformation of pGLO plasmid
--	Nov. 20-24	Thanksgiving Break- NO LABS
13	Nov. 27- Dec. 01	Finish Ex. 14- Analyze Transformations A3: Lab Assessment (in class) N: Notebook due

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- There is a standardized laboratory assessment that is conducted at the end of the semester. Other assessments and activities are determined/designed by faculty for their individual courses, although faculty share ideas with their colleagues. Assessments may include lab reports, lab notebooks, quizzes, take-home assignments where students graph and analyze data, in class assignments such as drawing images viewed using the microscope

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- Faculty tailor their instructional strategies to fit their teaching style. Strategies that faculty use include:
- Explain/demonstrate with lecture, PowerPoint slides and wipe board explanations
- Experiential instruction in lab where students work alone and with lab partners to conduct experiments.
- Clicker questions, exam wrappers, quizzes with confidence components, study journals

Potential Textbooks

Provide examples of possible textbooks for the course.

9780738060064 Methods & Investing (Valdosta Custom) Goddard 6th

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.

1345	Council_General
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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.)

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

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

Exceptions to the Prerequisite Rules?

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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).

1345	Council_General
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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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

1345	Council_General
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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?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

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 6/19/17

RECEIVED

Request for a Revised Course
Valdosta State University

JUL 11 2018

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision:
Biology

Faculty Member Requesting Revision:
Cantonwine

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 1108K, Principles of Biology II

List Current and Requested Revisions:

Current:

Course Prefix and Number: BIOL 1108K
Credit Hours: 4
Course Title: Principles of Biology II
Pre-requisites: Prerequisite: BIOL1107 or permission of the instructor.
Course Description: An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.

Requested:

Course Prefix and Number: BIOL 1108
Credit Hours: 3
Course Title: Principles of Biology II
Pre-requisites: Prerequisite: BIOL 1107 and BIOL1107L or permission of the instructor.
Corequisite: BIOL 1108L.
Course Description: An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.

Semester/Year to be Effective:
Spring/2019

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Separating the lecture and lab will provide students more flexibility with their schedules because all labs will be open to all students despite the lecture instructor. Students who pass lab but fail to pass the lecture will not have to retake the lab, or vice versa.

Plans for assessing the effectiveness of the course: Data collected from SOI evaluations, faculty feedback, and number of students served.

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>5/8/18</i>
Dept. Head: <i>[Signature]</i>	Date: <i>5-8-18</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>5/8/18</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: April 27, 2018

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

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.

- 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)

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.

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://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:** Valdosta State University
2. **This is a proposal for** (mark one box below):

<input checked="" type="checkbox"/>	Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E 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: BIOL 1108K
	To: BIOL 1108
<input type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum

3. **Course Subject** (e.g., philosophy): **Biology**
4. **Course Prefix and Number** (e.g., PSYC 1101): **BIOL 1108**
5. **Course Title** as it appears (or will appear) in catalog: **Principles of Biology II**
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 physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.

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](#))

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

n/a

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 Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	State your institution's approved learning outcome(s) for Area A: Enter text here.
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area B (Institutional Options)
	State your institution's approved learning outcome(s) for Area B: Enter text here.
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	State your institution's approved learning outcome(s) for Area C: Enter text here.
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above: Enter text here.
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	State your institution's approved learning outcome(s) for Area D: Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above: Students learn about the structure-function relationship in biology and the major systems in plants and animals including nutrition, transport, movement, reproduction, development and sensory systems. Students also engage in activities that cultivate the linkage of biology with math, physics and chemistry and that strengthen their ability to critically analyze scientific data and test scientific hypotheses.
	If Area D, select appropriate major(s):
<input checked="" type="checkbox"/>	math/science majors
<input checked="" type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
	State your institution's approved learning outcome(s) for Area E: Enter text here.
	Explain how the proposed course satisfies the Area E learning outcome(s) listed above: Enter text here.

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.~~

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

Other Prerequisites (enter "none" if not applicable): BIOL 1107 and BIOL 1107L or permission of the instructor.

Course Co-requisites (enter "none" if not applicable): BIOL 1108L.

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.)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

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 and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
4-24-18	Biology Department
5-8-18	College of Arts and Sciences Executive Committee
	Academic Committee

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

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

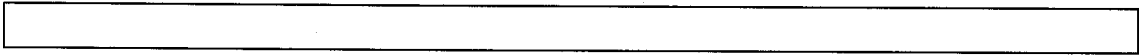
If yes, please indicate the date or dates (for repeat submissions) as best you can.

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

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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 Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- | | |
|--|---|
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Geological Sciences and Geography |
| <input type="checkbox"/> Arts and Sciences (Deans) | <input type="checkbox"/> Georgia Film Academy Film Production |
| <input checked="" type="checkbox"/> Biological Sciences | <input type="checkbox"/> Kinesiology |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematical Subjects |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Computing Disciplines | <input type="checkbox"/> Philosophy & Religion |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Physics and Astronomy |
| <input type="checkbox"/> Educator Preparation | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Fine and Applied Arts | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Foreign Languages | |

Please provide the following contact information:

Provost/VPAA Name:	
Email Address:	
Phone Number:	
Mailing Address:	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

- Increase your understanding of structure-function relationships in biology
- Increase your understanding of the physiology of the major systems in plants and animals including:
 - o Structure/function relationships
 - o Nutrition
 - o Transport
 - o Movement
 - o Reproduction
 - o Development
 - o Sensory systems
- Strengthen your ability to critically analyze scientific data and test scientific hypotheses
- Cultivate the linkage of biology with math, physics, and chemistry

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

TENTATIVE LECTURE SCHEDULE

January 9 No Lecture: Assignment: read the syllabus. There will be a syllabus quiz covering the lecture on Thursday, January 11 at the start of lecture.

Unit 1

- 11 Introduction to Phylogenetic Trees and Diversity of Life Chapter 39: Physiology, Homeostasis, and Temperature Regulation
- 16 Chapter 39 (cont'd) Chapter 40: Animal Hormones
- 18 Chapter 42: Animal Reproduction
- 23 Chapter 42 (cont'd) Chapter 44: Neurons, Glia, and Nervous Systems
- 25 No lecture: A video and assignment will be posted on BV covering Chapter 45: Sensory Systems
- 30 Chapter 44 (cont'd)

February

- 1 Chapter 46: The Mammalian Nervous System
- 6 Exam 1

Unit 2

- 8 Chapter 47: Musculoskeletal Systems
- 13 Chapter 48: Gas Exchange
- 15 Chapter 49: Circulatory Systems
- 20 Chapter 50: Nutrition, Digestion, and Absorption
- 22 Chapter 51: Salt and Water Balance and Nitrogen Excretion
- 27 Catchup and Review

March

- 1 Exam 2

Unit 3

- 6 Chapter 27: Plants without Seeds
- 8 Chapter 28: The Evolution of Seed Plants
- 13 Spring Break
- 15 Spring Break

- 20 Chapter 33: The Plant Body
- 22 Chapter 33 (cont'd) Chapter 34: Transport in Plants
- 27 Chapter 34 (cont'd)
- 29 Catchup and Review

April

- 3 Exam 3

Unit 4

- 5 Chapter 35: Plant Nutrition
- 10 Chapter 36: Regulation of Plant Growth
- 12 Chapter 36 (cont'd) Chapter 37: Reproduction in Flowering Plants
- 17 Chapter 37 (cont'd)
- 19 Chapter 38: Plant Responses to Environmental Challenges
- 24 Exam 4 (this exam may get pushed back to April 26)
- 26 Review for Final

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- All faculty who teach introductory courses use exams to assess student learning; these exams are not standardized. Other assessments and activities are determined/created by faculty for their individual courses, although faculty share ideas with their colleagues.
- Assessments may include:
 - o Unit Exams (3 at 100 points each)
 - o Cumulative Final Exam (1 at 100 points)
 - o Chapter Assessments: may include summative quizzes and adaptive reading quizzes in LaunchPad, in class quizzes, other take-home homework assignments or problem sets, in-class clicker questions.
 - o Reading assignments in textbook

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- Faculty tailor their instructional strategies to fit their teaching style. Strategies that faculty use include:
- Lecture with PowerPoint slides and wipe board explanations
- Adaptive Learning exercises called LearningCurve that are associated with Launchpad
- Experiential instruction in lecture where students interact with other students to learn content during lecture
- Clicker questions, exam wrappers, quizzes with confidence components, study journals

Potential Textbooks

Provide examples of possible textbooks for the course.

- 9781319025311 Life: The Science of Biology (w/eBook + Access) Sadava 11th
- 9781319126193 Life (LoosePgs) (w/LaunchPad Access) Sadava 11th
- 9781319125714 Life: Biology (w/LaunchPad Acc) Sadava 11th

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.

1345 Council_General

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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).

1345	Council_General
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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:

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

1345	Council_General
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Course Title: Institution:

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

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

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

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 6/19/17

RECEIVED

REQUEST FOR A NEW COURSE
Valdosta State University

JUL 11 2018

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Biology	Faculty Member Requesting: Cantonwine
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Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 1108L	Proposed New Course Title: Principles of Biology Laboratory II Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Principles of Biology Lab II
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Semester/Year to be Effective: Spring 2019	Estimated Frequency of Course Offering: every semester
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Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0	Lab Hours: 3	Credit Hours: 1
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Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: BIOL1107 and BIOL1107L or permission of the instructor. Corequisite: BIOL1108. A laboratory course to accompany BIOL1108, with exercises dealing with anatomy and physiology of plants and animals.

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: Splitting the lab from the lecture will provide students more flexibility with their schedules since all labs will be open to all students despite the lecture instructor. Students who pass lab but fail to pass the lecture will not have to retake the lab.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. .
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data gathered from Fall 2017 BIOL1107 indicated that 30% of BIOL1107 students passed the lab but not the lecture. This pattern is typical of BIOL1108 as well.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be used to evaluate the success of separating the lab from the lecture, and feedback from faculty members teaching the course will also be used

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: <i>Robert [Signature]</i>	Date: 5-8-18
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: 5/8/18
Dean/Director: <i>Connie Richards</i>	Date: 5/8/18
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 1108L Principles of Biology Laboratory II Sections A, B and K

Instructor: Dr. Theresa J. Grove

Office: BC 1099

Office hours: Tuesday and Wednesday 9:30 – 11:30 a.m. (or by appointment or stop by)

Email: tjgrove@valdosta.edu (If you send me an email after 7:00 p.m. I may not respond until the next morning. If you send me an email over the weekend, I will respond within 24 hours. I only infrequently check Blazeview messages and prefer to use my tjgrove@valdosta.edu account.)

Lab (BC 1073): Section A Monday 9:00 a.m. – 11:50 a.m.
 Section B Monday 1:00 p.m. – 3:50 p.m.
 Section K Monday 4:00 p.m. – 7:50 p.m.

Prerequisite: BIOL 1107 & BIOL 1107L or permission of the instructor.

Corequisite: BIOL 1108

Textbooks and Other Items

- Lab Manual (Required), Great River Learning, ISBN 9781680750201, available from the bookstore or publisher at grtep.com
- 3-ringed binder or folder (or notebook) for lab exercises and study journal (Optional)

Attendance: Attendance in lab is required by all students. I determine whether or not an absence is “excused”, and you must provide documentation. If you miss three labs **for any reason** you cannot earn higher than a D for your final course grade. You are responsible for all lab content even if you receive an excused absence. If you do miss a lab (excused or unexcused), while I am more than happy to get out the necessary specimens for you to examine the following week, some specimens may not be available, so do not assume that everything will be there.

Academic conduct: Cheating and plagiarism will not be tolerated and may result in a failing grade for the assignment, exam, or your final grade. The Department of Biology has a plagiarism policy on its website, (insert website) which will be briefly discussed in the first lab period. It is the student’s responsibility to make sure they understand this policy.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) prohibits the public posting of grades by social security number or in any manner personally identifiable to the individual student. No grades can be given over the telephone or over email because positive identification cannot be made. While I do not post grades on Blazeview, I will respond to messages on Blazeview about your grade.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU’s Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment and is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University’s programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University’s Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Concealed Guns on Campus: If you choose to carry a concealed weapon you are responsible for knowing and following the law. If you have any questions concerning this new law, contact University Police (229-333-7861) or the University Attorney (229-333-5351; West Hall 125).

Lab Sections A, B, K "Rules"

- Attendance is required.
- Arrive on time.
- Turn off cell phones during lecture; there is no reason you should be texting or calling someone.
- Don't have conversations with your neighbor during lecture; if you don't understand something or didn't hear something ask.
- Emailed assignments generally will not be accepted unless specified.
- No eating or drinking during the lab. There are NO exceptions! If you come to lab with food or drink you will be asked to put it away or out in the hall.
- Students must take care of lab equipment (including microscopes). Notify the professor if something is not working properly or if something breaks during the course of the lab.
- Cell phones are not allowed to be used in lab with the exception of using them to view the online lab manual, cameras or when I approve their use.
- There are no "open" lab periods.
- Bring tissues with you to exams and use the restroom before coming to an exam. I do not allow students to leave the room during an exam.

Information about the Lab Manual for Sections A, B, K: The lab manual is an online manual. I will go over how to use this manual during lab. But, briefly, each lab includes all the content necessary to understand and complete the lab. You are required to read the background information and complete the pre-lab assignment before coming to lab. The page after the pre-lab assignment contains pdfs of the exercises that you will complete during lab and another pdf with all the background information. For the first 4 animal labs (Lab 7, 8, 9, 10), you will be required to bring a printed copy of the lab exercises (2.5 pts) and either a printed copy of the background information or show me your electronic access to the background information (2.5 pts) for a total of 5 homework points. For the rest of the semester you should either bring hard copies or be able to view these documents on your phone, tablet, laptop computer, etc. in lab.

Lab Assignments for Sections A, B, K: Throughout the semester you will complete the following types of assignments. Online pre-lab assignments will be due at the start of the lab period. Pre-lab assignments will be worth 0 or 2 points (0 points if not completed and 2 points if completed). In-class assignments will be described at the start of lab and will be due at the end of lab. Online post-lab assignments through the lab manual will usually be due at the start of the next lab period the following week. Data analysis for a lab will be discussed during the lab you collect data and will be due usually 1 week later. Everyone must do their own graphs, although you can talk about data analysis with other students. In-class and post-lab assignments will be worth variable points. No late assignments (unless I approve an exception) and no emailed assignments will be accepted. Do not assume that you will have time immediately before lab to print assignments or finish online assignments; nonfunctional printers, no paper, slow internet etc. are not acceptable reasons for why you did not complete an assignment. It is good practice to plan ahead and have assignments completed and/or printed the day before your lab.

Lab Quizzes for Sections A, B, K: To help prepare you for lab practicals, short PowerPoint quizzes (15 - 20 pts each) will be given at the beginning of lab each week and will cover the previous week's lab content. Quizzes cannot be made-up, and if you arrive late you may have less time to complete the quiz or you may miss the quiz entirely. All lab quizzes will count in your final grade; expect a lab quiz each lab period at the start of lab.

Lab Practicals for Sections A, B, K: Two lab practicals (50 points each) will be given, one covering plants and one covering animals. Anything that the student examined or studied in the lab is fair game for a lab practical. The lab practicals will be timed and will be a Powerpoint Presentation. You must notify me within 24 hours of missing a lab practical to schedule a make-up time. More information will be given in lab.

Grade Scale: A 90-100% B 80-89% C 70-79% D 60-69% F < 60%

Final Lab Grade: Below is how your grade will be calculated:

Lab Grade (only for Grove's lab sections A, B, K. If you are not in Grove's lab section you must talk with the professor who is teaching your lab section):

- *Lab Homework (component 1):* Add up all lab homework grades (includes prelabs, postlabs, graphing, and any other homework grades), divide by the total points possible. Multiply by 100 to get a percentage. Multiply this percentage by 0.50 (which is 50%).
- *Lab Quizzes (component 2):* Add up all quiz grades and then divide by the total points possible. Multiply by 100 to get a percentage. Multiply this percentage by 0.10 (which is 10%).
- *Lab Practicals (component 3):* Each practical will be worth 50 points. Add up your practical grades and divide by the total possible points (100 points). Multiply by 100 to get a percentage. Multiply this percentage by 0.40 (which is 40%)
- *Lab Grade:* Add Component 1 + Component 2 + Component 3

Spring 2018 Lab Schedule for Sections A, B, and K

Lab	Date	¹ Online Pre-lab open – close dates	¹ Online Post-lab open – close dates
Intro to Statistics (Lab 1): Meet in computer lab Bailey Science Center Room 3018	Jan 8	None	None
MLK Holiday (no lab)	Jan 15		
Diversity Part I (Lab 7)	Jan 22	Jan 8 – Jan 22	Jan 22 – Jan 29
Diversity Part II (Lab 8)	Jan 29	Jan 22 – Jan 29	Jan 29 – Feb 5
Animal Tissues (Lab 9)	Feb 5	Jan 29 – Feb 5	Feb 5 – Feb 12
Fetal Pig Anatomy (Lab 10)	Feb 12	Feb 5 – Feb 12	Feb 12 – Feb 19
Sensory System (Lab 11)	Feb 19	Feb 12 – Feb 19	Feb 19 – Feb 26
Cardiovascular System (Lab 12) Excretory System (Lab 13)	Feb 26	Feb 19 – Feb 26	Feb 26 – Mar 5
Animal Practical	Mar 5		
Spring Break: No Lab	Mar 12		
Nonvascular Plants (Lab 2)	Mar 19	Mar 5 – Mar 19	Mar 19 – Mar 26
Vascular Plants (Lab 3)	Mar 26	Mar 19 – Mar 26	Mar 26 – Apr 2
Plant Cells, Organs and Growth (Lab 4)	Apr 2	Mar 26 – Apr 2	Apr 2 – Apr 9
Angiosperm Development (Lab 5)	Apr 9	Apr 2 – Apr 9	Apr 9 – Apr 16
Growth and Transpiration (Lab 6)	Apr 16	Apr 9 – Apr 16	Apr 16 – Apr 23
Plant Practical	Apr 23		

¹Lab assignments will open and close on the dates at the same time your lab section starts

This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from: <http://core.usg.edu/docs/CoreCurriculumCourseProposal.docx>

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.

- 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)

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.

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://www.usg.edu/academic_partnerships_accreditation/committees/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:** Valdosta State University
2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	Change in an already-approved course only, no change in Area. A change in a course that is already approved for Areas A-E 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:
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E of the Core Curriculum

3. **Course Subject** (e.g., philosophy): **Biology**
4. **Course Prefix and Number** (e.g., PSYC 1101): **BIOL 1108L**
5. **Course Title** as it appears (or will appear) in catalog: **Principles of Biology Lab II**
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): **0-3-1**
7. **Provide a catalog description of the course** in the box below.

A laboratory course to accompany BIOL 1108, with exercises dealing with anatomy and physiology of plants and animals.

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](#))

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

n/a

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 Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	State your institution's approved learning outcome(s) for Area A: Enter text here.
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area B (Institutional Options)
	State your institution's approved learning outcome(s) for Area B: Enter text here.
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above: Enter text here.
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	State your institution's approved learning outcome(s) for Area C: Enter text here.
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above: Enter text here.
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	State your institution's approved learning outcome(s) for Area D: Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above: Students learn about the structure-function relationship in biology and the major physiological systems in plants and animals including nutrition, transport, movement, reproduction, development and sensory systems. Students also engage in activities that strengthen their abilities to test scientific hypotheses and critically analyze scientific data using graphing and basic statistics.
	If Area D, select appropriate major(s):
<input checked="" type="checkbox"/>	math/science majors
<input checked="" type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
	State your institution's approved learning outcome(s) for Area E: Enter text here.
	Explain how the proposed course satisfies the Area E learning outcome(s) listed above: Enter text here.

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.~~

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites: Please select the most appropriate Learning Support prerequisite or corequisite statement (check only one).

- None
- Exit or exemption from Learning Support English at the Foundations level.
- Exit or exemption from Learning Support Mathematics at the Foundations level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Foundations Level.
- Exit or exemption from Learning Support English at the Corequisite level.
- Exit or exemption from Learning Support Mathematics at the Corequisite level.
- Exit or exemption from both Learning Support English and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support English at the Foundations level and Learning Support Mathematics at the Corequisite Level.
- Exit or exemption from Learning Support Mathematics at the Foundations level and Learning Support English at the Corequisite Level.
- Other (explain):

Other Prerequisites (enter "none" if not applicable): Prerequisite: BIOL 1107 and BIOL 1107L or permission of the instructor

Course Co-requisites (enter "none" if not applicable): Corequisite BIOL 1108

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.)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

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 and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, listed below.**

Date	Level or approving body
4-24-18	Biology Department
5-8-18	College of Arts and Sciences Executive Committee
	Academic Committee

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

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

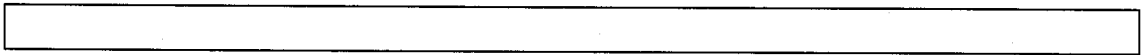
If yes, please indicate the date or dates (for repeat submissions) as best you can.

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

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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 Regents' Academic Advisory Committee to review this proposal. (You may check more than one, if applicable.)

- | | |
|--|---|
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Geological Sciences and Geography |
| <input type="checkbox"/> Arts and Sciences (Deans) | <input type="checkbox"/> Georgia Film Academy Film Production |
| <input checked="" type="checkbox"/> Biological Sciences | <input type="checkbox"/> Kinesiology |
| <input type="checkbox"/> Business Administration, Management & Economics | <input type="checkbox"/> History |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Mathematical Subjects |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Nursing |
| <input type="checkbox"/> Computing Disciplines | <input type="checkbox"/> Philosophy & Religion |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Physics and Astronomy |
| <input type="checkbox"/> Educator Preparation | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> English | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Fine and Applied Arts | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Foreign Languages | |

Please provide the following contact information:

Provost/VPAA Name:	
Email Address:	
Phone Number:	
Mailing Address:	

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

- Increase your understanding of structure-function relationships in biology
- Increase your understanding of the physiology of the major systems in plants and animals including:
 - o Structure/function relationships
 - o Nutrition
 - o Transport
 - o Movement
 - o Reproduction
 - o Development
 - o Sensory systems
- Strengthen your ability to critically analyze scientific data and test scientific hypotheses

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Spring 2018 Lab Schedule for Sections A, B, and K

Lab	Date	¹ Online Pre-lab open – close dates	¹ Online Post-lab open – close dates
Intro to Statistics (Lab 1): Meet in computer lab Bailey Science Center Room 3018	Jan 8	None	None
MLK Holiday (no lab)	Jan 15		
Diversity Part I (Lab 7)	Jan 22	Jan 8 – Jan 22	Jan 22 – Jan 29
Diversity Part II (Lab 8)	Jan 29	Jan 22 – Jan 29	Jan 29 – Feb 5
Animal Tissues (Lab 9)	Feb 5	Jan 29 – Feb 5	Feb 5 – Feb 12
Fetal Pig Anatomy (Lab 10)	Feb 12	Feb 5 – Feb 12	Feb 12 – Feb 19
Sensory System (Lab 11)	Feb 19	Feb 12 – Feb 19	Feb 19 – Feb 26
Cardiovascular System (Lab 12) Excretory System (Lab 13)	Feb 26	Feb 19 – Feb 26	Feb 26 – Mar 5
<i>Animal Practical</i>	Mar 5		
<i>Spring Break: No Lab</i>	Mar 12		
Nonvascular Plants (Lab 2)	Mar 19	Mar 5 – Mar 19	Mar 19 – Mar 26

Vascular Plants (Lab 3)	Mar 26	Mar 19 – Mar 26	Mar 26 – Apr 2
Plant Cells, Organs and Growth (Lab 4)	Apr 2	Mar 26 – Apr 2	Apr 2 – Apr 9
Angiosperm Development (Lab 5)	Apr 9	Apr 2 – Apr 9	Apr 9 – Apr 16
Growth and Transpiration (Lab 6)	Apr 16	Apr 9 – Apr 16	Apr 16 – Apr 23
<i>Plant Practical</i>	Apr 23		

¹Lab assignments will open and close on the dates at the same time your lab section starts

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- All faculty who teach introductory courses use lab practicals to assess student learning; these exams are not standardized. Other assessments and activities are determined/designed by faculty for their individual courses, although faculty share ideas with their colleagues.
- Assessments may include:
 - o Online pre- and post-lab assignments that are associated with the lab manual.
 - o Data analysis and lab reports
 - o Lab quizzes
 - o In-lab exercises (e.g. question sets or drawings of specimens that are studied)

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- Faculty tailor their instructional strategies to fit their teaching style. Strategies that faculty use include:
- Explain/demonstrate with lecture, PowerPoint slides and wipe board explanations
- Experiential instruction in lab where students work alone and with lab partners to conduct experiments.
- Clicker questions, exam wrappers, quizzes with confidence components, study journals

Potential Textbooks

Provide examples of possible textbooks for the course.

- Grove, TJ, Biology Lab Manual (Required), Great River Learning, ISBN 9781680750201, access code is available from the bookstore or publisher at grtep.com

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.

1345	Council_General
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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.)

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

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

Exceptions to the Prerequisite Rules?

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?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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).

1345	Council_General
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<p>Course Title:</p> <p>Institution:</p>
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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:

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Yes
<input type="checkbox"/>	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.

1345	Council_General
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Course Title: Institution:

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

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

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	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.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)

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 6/19/17



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 05/31/2018

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	Dental Hygiene
Requestor's Name:	Sandi Woodward, RDH, CDA, MEd	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Once per Year
Degree/Program Name:	Associates of Applied Science in Dental Hygiene			
Current Catalog URL:	https://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/associates-of-applied-science-in-dental-hygiene-a.a.s/			

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Current Standards of Progress include minimum success rates of 80% for skills evaluations and 85% for critical competencies.	Standardization of minimum competency success rate. Propose that all competency skills evaluations have a minimum success rate of 80%.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

Standardizing minimum required score to 80% for all competencies would streamline the process and eliminate confusion for faculty and students. Grading process will be more consistent have less margin for error.

CODA (Commission on Dental Accreditation) is the accrediting body for the dental hygiene program. The new policy will support CODA standards 2-2 as follows:
A process must be established to assure students meet the academic, professional and/or clinical criteria as published and distributed. Academic standards and institutional due process policies must be followed for remediation or dismissal. A college document must include institutional due process policies and procedures.
Intent:
If a student does not meet evaluation criteria, provision should be made for remediation or dismissal. On the basis of designated criteria, both students and faculty can periodically assess progress in relation to the stated goals and objectives of the program.

Source of Data to Support Change *(select one or more of the following):*

Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
 (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

Faculty will evaluate end of course grades analyze data for emerging trends.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	La Gary Carter	<i>La Gary Carter</i>	6-6-18
College/Division Executive Committee	La Gary Carter	<i>La Gary Carter</i>	6-6-18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	6/8/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department? No Yes [select college & indicate department(s)]

College: *Select One.* Department(s):



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 05/31/2018

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	Dental Hygiene
Requestor's Name:	Sandi Woodward, RDH, CDA, MEd	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Once per Year

Degree/Program Name:	Associates of Applied Science in Dental Hygiene
Current Catalog URL:	https://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/associates-of-applied-science-in-dental-hygiene-a.a.s/

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Program Readmission Policy Students withdrawn from the program for academic or disciplinary reasons are required wait 1 academic year before reapplying to the program.	Program Readmission Policy Proposed Students withdrawn from the program for academic or disciplinary reasons are required wait 2 academic years before reapplying to the program.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

This policy is to allow the student time for academic strengthening before reattempting the rigorous program curriculum.

CODA (Commission on Dental Accreditation) is the accrediting body for the dental hygiene program. The new Policy will support CODA standards 2-3 follows:
Admission of students must be based on specific written criteria, procedures and policies. Previous academic performance and/or performance on standardized national tests of scholastic aptitude or other predictors of scholastic aptitude and ability must be utilized as criteria in selecting students who have the potential for successfully completing the program. Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability and the scope of practice of and employment opportunities for dental hygienists.

Source of Data to Support Change *(select one or more of the following):*

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Collection of retention, graduation, licensure and placement data for program graduates that were readmitted to the program with periodic analysis supporting the validity of established admission criteria and procedures



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	6-6-18
College/Division Executive Committee	LaGary Carter	<i>LaGary Carter</i>	6-6-18
Dean/Director	Sheri Novielle	<i>Sheri Novielle</i>	6/8/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 05/31/2018

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	Dental Hygiene
Requestor's Name:	Sandi Woodward, RDH, CDA, MEd	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Once per Year
Degree/Program Name:	Associates of Applied Science in Dental Hygiene			
Current Catalog URL:	https://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/associates-of-applied-science-in-dental-hygiene-a.a.s./			

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Remediation Due Process Policy In the event a student fails to achieve 85% on any clinical competency one (1) additional attempt will be allowed to meet minimum competency on that skill. A student may not exceed a total of 2 attempts on any clinical competency. Failure to meet minimum competency within two attempts results in failure of the course. A student that fails a prerequisite course must withdraw from the program.	In the event a student fails to achieve 80% on any clinical competency one (1) additional attempt will be allowed to meet minimum competency on that skill. A student may not exceed a total of 2 attempts on any clinical competency. <i>Failure to meet minimum competency within two attempts results in inability to sit for the final exam. A ZERO will be assigned for the final exam.</i> If a student fails a prerequisite course he/she must withdraw from the program.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

The current policy states that the student must withdraw from the program in the event minimum competency on a skill is not met within 2 attempts. However, the way the current policy is written it is possible for the student to have a passing grade in the course yet be required to withdraw from the program. What grade goes on the transcript under these circumstances? Because final exams are usually weighted heavier, the addition of "inability to sit for the final exam" (Score of ZERO) effectively negates the possibility of a passing grade for the course. The student is required to withdraw from the course regardless if competency is not met. Addition of the final exam clause helps eliminate the contradiction of being dismissed from the program with a passing grade for the course.

CODA (Commission on Dental Accreditation) is the accrediting body for the dental hygiene program. The new Policy will support CODA standards 2-2 and 2-6 as follows:
Standard 2-2: A process must be established to assure students meet the academic, professional and/or clinical criteria as published and distributed. Academic standards and institutional due process policies must be followed for remediation or dismissal. A college document must include institutional due process policies and procedures.

Intent: If a student does not meet evaluation criteria, provision should be made for remediation or dismissal. On the basis of designated criteria, both students and faculty can periodically assess progress in relation to the stated goals and objectives of the program.

Standard 2-6: The dental hygiene program must define and list the competencies needed for graduation. The dental hygiene program must employ student evaluation methods that measure all defined program competencies. These competencies and evaluation methods must be written and communicated to the enrolled students.

Intent: The educational competencies for the dental hygiene education program should include the preparation of graduates who possess the knowledge, skills and values to begin the practice of dental hygiene. The evaluation methods used in the dental hygiene program should include process and end-product assessments of student performance, as well as a variety of objective testing measures. These mechanisms will provide student performance data related to measuring defined program competencies throughout the program for the students, faculty and college administration.


Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

Faculty will evaluate end of course grades analyze data for emerging trends. Collection of retention and leaver data for with periodic analysis supporting the validity of due process procedures.

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	6-6-18
College/Division Executive Committee	LaGary Carter	<i>LaGary Carter</i>	6-6-18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	6/8/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 08/17/2018

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences	
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty	
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Every Semester
Degree/Program Name:	Bachelor of Science in Exercise Physiology			
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-exercise-physiology/			

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>Admission Requirements</p> <p>Students interested in pursuing a Bachelor of Science in Exercise Physiology should declare their major as "Pre-Exercise Physiology." Admission into the Exercise Physiology program of study is competitive and not guaranteed. Minimum requirements to be considered for admission to the program are:</p> <ol style="list-style-type: none"> 1. a declared Pre-Exercise Physiology major 2. completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Exercise Physiology curriculum 3. a 2.75 cumulative, overall grade point average 4. a grade of "C" or better in all Area A, D, and F courses, including lab sections 5. completion of the Test of Essential Academic Skills (TEAS V) 6. meeting the application deadline for the semester of entry 	<p>Admission Requirements</p> <p>Students interested in pursuing a Bachelor of Science in Exercise Physiology should declare their major as "Pre-Exercise Physiology." Admission into the Exercise Physiology program of study is competitive and not guaranteed. Minimum requirements to be considered for admission to the program are:</p> <ol style="list-style-type: none"> 1. a declared <i>Pre-Exercise Physiology</i> major 2. completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Exercise Physiology curriculum 3. a 2.75 <u>2.50</u> cumulative overall grade point average 4. a grade of "C" or better in all Area A, D, and F courses, including lab sections 5. <i>completion of the Test of Essential Academic Skills (TEAS V)</i> 6. meeting the application deadline for the semester of entry

HSEP 3010 Exercise Testing and Prescription 3	HSEP 3010 Exercise Testing and Prescription 3
HSEP 3011 Exercise Testing and Prescription II 4	HSEP 3011 Exercise Testing and Prescription II 4
HSEP 3020 Assessments in Exercise Physiology 4	HSEP 3020 <u>Assessments in Exercise Physiology Fitness and Performance Testing in Exercise Physiology 4</u> (title change)
HSEP 3050 Care and Prevent of Exercise Injuries 3	HSEP 3050 <u>Care and Prevent of Exercise Injuries Prevention of Exercise Related Injuries and Conditions 3</u> (title change)
HSEP 3200 Nutrition Health & Human Perform 3	HSEP 3200 Nutrition Health & Human Perform 3
HSEP 3360 Chronic Disease Epidemiology 3	<i>HSEP 3360 Chronic Disease Epidemiology 3</i>
HSEP 3420 Exercise Physiology 3	HSEP 3420 Exercise Physiology 3
HSEP 3430 Structural Kinesiology 3	HSEP 3430 Structural Kinesiology 3
HSEP 3650 Rst Training Program Development 3	HSEP 3650 Rst Training Program Development 3
HSEP 4040 Pediatric Exercise Physiology 3	<i>HSEP 4040 Pediatric Exercise Physiology 3</i>
HSEP 4070 Exercise Cardiopulmonary Physiology 3	HSEP 4070 Exercise Cardiopulmonary Physiology 3
HSEP 4080 Exercise Electrocardiography 3	HSEP 4080 Exercise Electrocardiography 3
HSEP 4130 Exercise Cardiopulmonary Rehabilitation 3	<i>HSEP 4130 Exercise Cardiopulmonary Rehabilitation 3</i>
HSEP 4210 Clinical Exercise Physiology 3	HSEP 4210 Clinical Exercise Physiology 3
HSEP 4510 Exercise Physiology Practicum 4	HSEP 4510 Exercise Physiology Practicum 4
HSEP 4550 Exercise Physiology Internship 12	HSEP 4550 Exercise Physiology Internship 12
	<u>HSEP 4050 Applied Resistance Training for Specific Populations 3</u>
	<u>HSEP 4140 Professional Practices Exercise Physiology 3</u>
	<u>HSEP 4160 Exercise Psychology 3</u>

Justification: (select one or more of the following and provide appropriate narrative below:)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Improving student learning outcomes | <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

Admission Requirements

-Lowering the GPA requirement for admission to attract more students to the major

-Eliminating the Testing of Essential Academic Skills (TEAS) as a requirement for admission because it is costly (\$) and it does not provide useful information for admission to exercise physiology

Course Changes

- HSEP 4050. The American College of Sports Medicine (best practices) has placed a greater emphasis on resistance training program development. Similarly, the National Strength and Conditioning Association has a certification to work with tactical athletes. Finally, we have observed a greater number of our students with a desire to work in these fields and to have this level of expertise.
- HSEP 4140. Professional practices and risk management constitute over 25% of the material on the certification (accreditation domain) exam.
- HSEP 4160. Exercise Behavior constitute over 25% of the material on the certification (accreditation domain) exam.

Source of Data to Support Change (select one or more of the following):


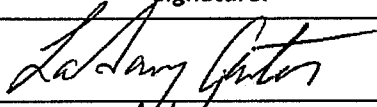
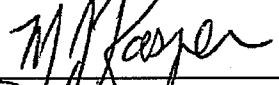
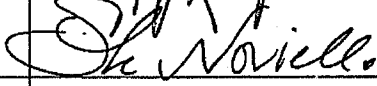
- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination and National Strength and Conditioning Association Certified Strength and Conditioning certifications.

Data from required exit student surveys

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter		8/29/18
College/Division Executive Committee	Mark J. Kasper		8.29.18
Dean/Director	Sheri Novello		8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Nursing and Health Services

Dept. Initiating Request: School of Health Sciences

Requestor's Name: Mark J. Kasper

Requestor's Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: HSEP 3010

Course Prefix and Number:

Course Title: Exercise Testing and Prescription I

Course Title:

Credit Hours: 3

Credit Hours: 3

Lecture Hours: 2

Lecture Hours: 3

Lab Hours: 2

Lab Hours: 0

Pre-requisites: A grade of "C" or better in HSEP 3020 and HSEP 3420

Pre-requisites: Admission to the Exercise Physiology Program

CURRENT Course Description:

NEW Course Description: *(hover over for instructions)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

Prerequisite is changing because the course is moving to first term Jr year (from 2nd term Jr year). The lab is being taken out because HSEP 3020 serves as the lab for the course.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

-Written and practical examinations.
 -Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>M. Kasper</i>	8.29.18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**

- No Yes [select college & indicate department(s)]

College: *Select One.*

Department(s):



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Nursing and Health Services

Dept. Initiating Request: School of Health Sciences

Requestor's Name: Mark J. Kasper

Requestor's Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: HSEP 3020

Course Prefix and Number:

Course Title: Assessments in Exercise Physiology

Course Title: Fitness and Performance Testing in Exercise Physiology (Fitness Perform Tests Ex Phys)

Credit Hours:

Credit Hours:

Lecture Hours:

Lecture Hours:

Lab Hours:

Lab Hours:

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: *(hover over for instructions)*

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core
 Major Requirement
 Elective

Fall
 Spring
 Summer

Spring 2019

Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

The new course title is a better description of course concepts - especially for the transcript

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8.29.18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

No Yes [select college & indicate department(s)]

College:

Select One.

Department(s):



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Nursing and Health Services

Dept. Initiating Request:

School of Health Sciences

Requestor's Name: Mark J. Kasper

Requestor's Role:

Faculty

CURRENT: *(list only items to be changed)*

REQUESTED: *(list only items to be changed)*

Course Prefix and Number: HSEP 3050

Course Prefix and Number:

Course Title: Care and Prevention of Exercise Related Injuries

Course Title: Prevention of Exercise Related Injuries and Conditions (Prevent Ex Injury)

Credit Hours: 3

Credit Hours: 3

Lecture Hours: 2

Lecture Hours: 3

Lab Hours: 2

Lab Hours: 0

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: *(hover over for instructions)*

Basic knowledge, skills, and abilities required for the prevention, treatment, and rehabilitation of common injuries related to physical activity.

Discussion of common musculoskeletal injuries and conditions related to physical activity. Strategies to reduce risks, standard treatment protocols, and modification of the exercise prescription will be emphasized.

Basic knowledge, skills, and abilities required for the prevention, treatment, and rehabilitation of common injuries related to physical activity.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core
 Major Requirement
 Elective

Fall
 Spring
 Summer

Spring 2019

Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

New course title and description reflects current needs of the profession

Lab is inappropriate as the course is not to make students athletic trainers, PT's, etc. Such is outside the scope of an Exercise Physiologist.

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

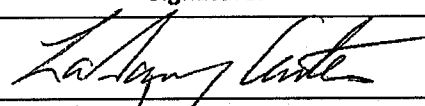

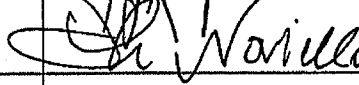
Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

Written examinations.
 Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination.

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter		8/29/18
College/Division Executive Committee	Mark J. Kasper		8.29.18
Dean/Director	Sheri Noviello		8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes *[select college & indicate department(s)]*

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	HSEP 3420	Course Prefix and Number:	
Course Title:	Exercise Physiology	Course Title:	
Credit Hours:	3	Credit Hours:	3
Lecture Hours:	2	Lecture Hours:	3
Lab Hours:	2	Lab Hours:	0
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: <i>(hover over for instructions)</i>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other -

HSEP 3020 can (will) serve as the laboratory.


Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

Written and practical examinations.
 Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination.

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8.28.18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes *[select college & indicate department(s)]*

College:	<i>Select One.</i>	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College: College of Nursing and Health Services

Dept. Initiating Request: School of Health Sciences

Requestor's Name: Mark J. Kasper

Requestor's Role: Faculty

CURRENT: *(list only items to be changed)*

REQUESTED: *(list only items to be changed)*

Course Prefix and Number: HSEP 3650

Course Prefix and Number:

Course Title: Resistance and Training Program Development

Course Title: Resistance Training and Program Development

Credit Hours: 3

Credit Hours: 3

Lecture Hours: 2

Lecture Hours: 3

Lab Hours: 2

Lab Hours: 0

Pre-requisites: A grade of "C" or better in HSEP 3410 and HSEP 3430

Pre-requisites: A grade of "C" or better in HSEP 3430

CURRENT Course Description:

NEW Course Description: *(hover over for instructions)*

Development, instruction, supervision, and evaluation of muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM, NATA, and MSCA certifications.

Development, instruction, supervision, and evaluation of The scientific basis and development of health and sports related muscular fitness and flexibility programs for diverse populations and settings using a variety of training modalities. Based upon competencies required for ACSM and NSCA, NATA, and MSCA certifications.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

HSEP 3410 is dropped as the pre-requisite because such course is no longer taught. HSEP 3410 essential material has been merged into HSEP 3430.

Lab hours not needed for this course

The title of the course has been mistitled in the catalog


Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

Written and practical examinations.
 Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination and National Strength and Conditioning Association Certified Strength and Conditioning Specialist Certification.

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8/28/18
Dean/Director	Sheri Novello	<i>Sheri Novello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes *[select college & indicate department(s)]*

College:	<i>Select One.</i>	Department(s):	
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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 08/17/2018

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	George Grieve	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSEP	NEW Course Number: <i>(Consult #s in the catalog)</i>	4050
Proposed NEW Course Title:	Applied Resistance Training for Specific Populations		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Resist Train Specific Pops		
Prerequisite(s):	A grade of "C" or better in HSEP 3650		
Lecture Hours:	3	Lab Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Specific program design and facilitation for sport, occupation and health including the tactical athlete. Special emphasis on needs analysis, periodization, energy balance, and injury prevention. Based upon competencies required for ACSM and NSCA certifications.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Mandate of State/Federal/Accrediting Agency
- Adopting current best practice(s) in field
- Other –

The American College of Sports Medicine (best practices) has placed a greater emphasis on resistance training program development. Similarly, the National Strength and Conditioning Association has a certification to work with tactical athletes. Finally, we have observed a greater number of our students with a desire to work in these fields and to have this level of expertise.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):


Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination and National Strength and Conditioning Association Certified Strength and Conditioning certifications.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 **Valdosta State University – NEW COURSE Form**
 • Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8.29.18
Dean/Director	Sheri Noviello	<i>S. Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University
 College of Nursing and Health Sciences
 School of Health Sciences
 Course Syllabus

Course Name	Applied Resistance Training for Specific Populations
Course Number	HSEP 4050
Section	A
Term	Spring, Summer, Fall
Year	2019
Pre-requisite	A grade of "C" or better in HSEP 3650. HSEP 3650 lays the foundation for HSEP 4050 - specific programming for targeted populations
Location, room number, time	HSBA 1122; TWR 1:00 – 2:15
Department, College, University	School of Health Sciences, College of Nursing and Health Sciences, Valdosta State University
Instructor	George Grieve, PhD
Instructor Contact	229-333-5981; glgrieve@valdosta.edu
Instructor Office Hours	HSBA 2145 M, T, W, R 8:30 to 10:00
Course Description	Specific program design and facilitation for sport, occupation and health including the tactical athlete. Special emphasis on needs analysis, periodization, energy balance, and injury prevention. Based upon competencies required for ACSM and NSCA certifications.
Required Texts	NSCA's Guide to Program Design. Champaign, IL: Human Kinetics. 2012 NSCA's Essentials of Tactical Strength and Conditioning. 2017 NSCA's Essentials of Strength Training and Conditioning 4 th edition. 2017
Course Format	Lectures, discussion, case studies, and hands on experiences
Couse Objectives	<ol style="list-style-type: none"> 1. Design appropriate strength, endurance, speed, power, agility and flexibility programs for specific population including sport athletes, tactical athletes and the general adult population. 2. Evaluate and modify exercise selection and technique based upon limitations of the individual. 3. Discuss the various styles of programming and the methods used to elicit specific adaptations in specific populations. 4. State the contribution of the physiological systems to human performance.

	<p>5. Create appropriate training cycles and strategies based upon the concept of periodization.</p>
<p>Assignments</p>	<ul style="list-style-type: none"> • 3 - written examinations. 30% of term grade. Examinations will cover material from required readings, lectures, discussion, cases studies and hands on experiences. Examinations may include multiple choice, short answer and essay. Exams will be given at approximately the 5th and 10th week of the term. The 3rd exam will be given during the university scheduled final examination day and time. • 5 - announced quizzes. 10% of term grade. Quizzes will be used to monitor and assess progress of course content. Quizzes will be given about every 2 to 3 weeks. • 3 - reports from hands on experiences. 20% of term grade. Reports will be due at various times throughout the semester. Students will practice implementing traditional and nontraditional training methods and gain hands on experience with resistance training equipment as out-of-class assignments and program development for the final project. • 1 - program design and presentation project. 40% of term grade. Students will design a detailed 12-week strength and conditioning program on a sport, tactical athlete, or general population adult. The population must be individually approved by the instructor. The strength and conditioning program must follow scientifically-based periodization and design principles. Project must include a movement analysis, including metabolic needs, top five areas that need to be addressed (arranged by importance), types of movements associated with the sport, tactical athlete, or occupation. The report must be placed in a PowerPoint presentation to be delivered and discussed in class. This project is due no later than the 10th week of class – sent to the instructor's email.
<p>Evaluation</p>	<ul style="list-style-type: none"> • Exam 30% • Quizzes 10% • Hands on Experiences Reports 20% • Program Design and Presentation 40%

Term Grade	Grade for the term will be based upon the 4 areas identified in the evaluation. Grade for the term will be based upon the following scale 90 to 100% = A 80 to 89.9% = B 70 to 79.9% = C 60 to 69.9% = D < 60% = F
Course Topics	<ul style="list-style-type: none"> • Physiology of Endurance Athletes • Physiology of Power and Strength Athletes • Physiology of Tactical Athletes • Exam 1 • Nutrition and Ergogenic Aids • Testing and Needs Analysis • Form and Technique • Energy Balance and Injury Prevention • Periodization • Exam 2 • Program Design • Student Presentations • Exam 3
Changes to Course Topics	Due to the natural pace and rhythm that is inherent in any class and to allow for any instructor absence (e.g., instructor is sick) or closing of school (e.g., weather) the schedule and topics are tentative and may be subject to change.



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	HSEP 4070	Course Prefix and Number:	
Course Title:	Exercise Cardiopulmonary Physiology	Course Title:	
Credit Hours:		Credit Hours:	
Lecture Hours:		Lecture Hours:	
Lab Hours:		Lab Hours:	
Pre-requisites:	A grade of "C" or better in HSEP 3420 and HSEP 3360.	Pre-requisites:	A grade of "C" or better in HSEP 3420.

CURRENT Course Description:	NEW Course Description: <i>(hover over for instructions)</i>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

HSEP 3360 is an unnecessary pre-requisite.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

Written and practical examinations.

Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise Physiologist certification examination.



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8-28-18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

No Yes [select college & indicate department(s)]

College: *Select One.*

Department(s):



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 08/17/2018

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Sarah Fretti	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSEP	NEW Course Number: <i>(Consult #s in the catalog)</i>	4140
Proposed NEW Course Title:	Professional Practices in Exercise Physiology		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Prof Practices in EP		
Prerequisite(s):	Successful progression and retention requirements as per the program of study of the Exercise Physiology degree program and permission of the instructor.		
Lecture Hours:	3	Lab Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

This course will address potential roles and responsibilities of an Exercise Physiologist, introduce practices in healthcare as they relate to the profession, and emphasize communication with the healthcare team. Principles of business management and marketing associated with developing and managing an allied health practice will also be discussed.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

Students complete an evaluation of the program each semester, required for accreditation. Students have reported wanting more information about business management and exercise physiology career choices. Students are required to sit for a certification examination at the end of the program. Professional practices and risk management constitute over 25% of the material on the exam. This course will provide the students with the information requested, opportunity for improved passing rates on the certification exam, and follows accreditation compliance.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Sources of data to support change: Students complete an evaluation of the program each semester, required for accreditation. Students have reported wanting more information about business management and exercise physiology career choices. Students are required to sit for a certification examination at the end of the program. Professional practices and risk management constitute over 25% of the material on the exam. This course will provide the students with the information requested, opportunity for improved passing rates on the certification exam, and follows accreditation compliance.

Plans for assessing course effectiveness and learning outcomes: Students will subjectively report on the course effectiveness on SOIs and on the student evaluation of the program that is taken before graduation. Projects including business plan and case study are cumulative reports that will indicate course effectiveness as well as retention of material presented throughout the program matriculation. The certification exam passing rates and raw scores are analyzed each semester. These scores will be evaluated based on the additional material provided in this course to assess course effectiveness and accreditation standards.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8.29.18
Dean/Director	Sheri Noviello	<i>Sheri Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

Valdosta State University
College of Nursing and Health Sciences
School of Health Sciences – Exercise Physiology

Course Name: Professional Practices in Exercise Physiology

Course Number: HSEP 4140

Credit Hours (Lecture-Lab-Total): 3-0-3

Prerequisite: Successful progression and retention requirements as per the program of study of the Exercise Physiology degree program and permission of the instructor.

Format: Hybrid (lecture and online component)

Semester: TBA

Class Time/Location: TBA

COURSE DESCRIPTION: This course will address potential roles and responsibilities of an Exercise Physiologist, introduce practices in healthcare as they relate to the profession, and emphasize communication with the healthcare team. Principles of business management and marketing associated with developing and managing an allied health practice will also be discussed.

INSTRUCTOR INFORMATION

<p>Sarah Fretti, MS, ACSM-RCEP, ACSM-CEP, EIM Level III Instructor/Clinical Coordinator Center for Exercise Medicine and Rehabilitation, Director of Fitness and Wellness</p>	
<p>CONTACT INFORMATION Email: skfretti@valdosta.edu Phone: (229)245-6599 CEMR Phone: (229)253-2887</p> <p>Office Location: HSBA 2143 CEMR Fitness: HSBA 1054</p>	<p>OFFICE HOURS TBA</p> <p>*No office hours during breaks, holidays, or final exam week.</p>
<p>*I have an open door policy – if I am in my office I will do my best to accommodate students’ needs or feel free to just stop in and say hello. **I will occasionally be working in CEMR Fitness during the day – you are welcome to come see me there and I will meet if possible.</p>	

COURSE LEARNING OUTCOMES

By the end of this course, you (the student) should be able to...

1. Demonstrate an understanding of regulatory bodies and evidence-based principles that govern the exercise science/physiology practice.
2. Demonstrate knowledge of evidence-based practices for client evaluation, testing, and programming in the development of wellness programs.
3. Demonstrate ability to create and maintain relevant documentation related to policies and procedures, client files, and reports to healthcare providers.
4. Demonstrate an understanding of business principles related to allied health including ethics, marketing, accounting, and communication and management of a healthcare team.

By the end of this course, you (the student) will also...

1. Develop problem-solving capabilities, enhance your practical thinking skills, and learn how to collaborate with other disciplines in order to be a more successful practitioner.
2. Make a commitment to live well as an example to your clients, colleagues, and friends.
3. Contribute to the well-being of others by building character, leadership skills, and ethical principles.
4. Learn how to engage in continuing education in order to provide evidence-based practice as research and the field of Exercise Physiology progresses.

ROLES AND RESPONSIBILITIES

Expectations of the student (you):

1. Be actively engaged, have an open mind, and act in a professional manner (see *Professionalism* below).
2. Be prepared for class.
 - a. Bring your own pencils and non-programmable calculators to each class period and to each examination. During examinations cell phones cannot be used and there is no wearing of hats/hoods. Arriving late to class and/or examinations will not be tolerated – this is for respect of other students and your time. You will not be allowed to take examination if arrive late.
 - b. Tablets, laptops, or other e-readers are encouraged as we will use many forms of technology in this course. You may be asked to access webpages, look up resources, and/or work with other students via Google Docs or other online collaborative resources.
3. You are welcome and encouraged to review your exams and quizzes *within 10 academic days* after marks have been posted. After such time they are not available for review.
4. Any correspondence or discussion about your grades or performance is private and confidential. Therefore, I cannot discuss grades via email – I request that you make an appointment to discuss grades.
5. Your VSU email and Blazeview will be used to contact you about the course. I prefer to use Blazeview email if correspondence is related to the course and VSU email if related to program or general information. Please check both DAILY to ensure that you are always prepared for class.
6. Course activities will take place within the HSBA building, outside, and at various venues in Valdosta as required. You will be required to attend all sessions and be expected to dress according to the environmental conditions. If the weather is deemed too harsh by the instructor, activities will either be postponed or alternate activities will be schedule in an indoor facility.

COURSE MATERIALS

Required Textbooks:

1. ACSM. (2018). Guidelines for Exercise Testing and Prescription. 10th edition. Lippincott Williams and Wilkins. Baltimore, MD.
2. ACSM. (2017) Resources for the Exercise Physiologist: A Practical Guide for the Health Fitness Professional. 2nd edition. Lippincott Williams and Wilkins. Baltimore, MD.

Recommended Resources:

- ACSM website for certification, continuing education, publications
 - o <http://www.acsm.org/certification>
 - o <http://www.acsm.org/membership>
 - o <http://www.acsm.org/public-information/position-stands>
- Pub Med: <http://www.ncbi.nlm.nih.gov/pubmed/>
- Google Scholar: <http://scholar.google.com/>

COURSE EVALUATION / GRADING

1. **Exams:** (3) Exams will consist of multiple choice, short answer, and short essay questions designed to assess your knowledge of course materials including information presented in class, course textbook and assigned readings. Unless otherwise informed, you should bring pencils, an eraser, and a non-programmable calculator. The final exam will be cumulative in nature.
2. **Case Study:** Individual case study report evaluating patient history, assessment data, risk factors, etc. and developing exercise prescription for healthy adult(s) based on information given (more information on later date).
3. **Business Plan/Marketing Project:** students will work in groups to present business model for allied-health facility of choice.
4. **Assignments/Quizzes:** Each student will complete assignments/quizzes that correspond to class material. The student will be informed of deadlines for each activity. Activities may include online discussion, presenter feedback, research articles, etc.
5. **Participation/Attendance:** You should make every attempt to attend every class meeting. Attendance and promptness is expected. While it is recognized that certain unforeseen events may prevent you from attending a certain class meeting, due to the nature of this class it is essential that you attend and participate. Every absence beyond two (2) will result in a point reduction (one letter grade) from the final total. You should also make every effort to arrive on time for the start of each class session. Arriving after class has started is quite disruptive to those already in attendance. Every tardy attendance beyond one (1) will result in a point reduction (1/2 letter grade) from the final total. Rude or disruptive behavior in class (sleeping, talking, electronic use, etc) may result in lost attendance. Participation in discussion and activities is required in this course. Failure to dress appropriately for class participation will result in an absence and will not be allowed to be repeated.

*Late assignments will not be accepted. No make-up exams are possible, unless arrangements are made *prior to* exam dates and a *verifiable* medical or university excuse is provided.

**Failure to complete *any given* course requirement could result in an "F" for the course.

Assignment	Percentage of Total
1. Exams	30%
2. Case Study	25%
3. Business Plan/Marketing Project	25%
4. Assignments/Quizzes	20%
TOTAL	100%

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

COURSE SCHEDULE

Topics Covered: (dates TBD – full course outline available in Blazeview)

Week 1-2: Regulatory bodies of exercise physiology and similar allied health professions

Week 2-3: Review of exercise testing and prescription principles and techniques

EXAM 1

Week 4-5: Evidence-based principles...how to stay current

Week 6-8: The healthcare team and the role of the Exercise Physiologist

Case Study Analysis Due

EXAM 2

Week 9-11: Wellness Coaching and Behavioral Modification

Week 12-14: Business plans, marketing, and management of your company

Business Plan/Marketing Project Presentations

EXAM 3

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PROFESSIONALISM (TIPS FOR SUCCESSFUL ADULTS)

There is a strict level of professionalism that is expected during this course. This includes but is not limited to each of the following statements:

1. Classroom participation is a part of your grade in this course. In order to participate, you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand. Raise your hand to be recognized.
2. You are expected to be on time. Class starts promptly at the assigned class start time. You should be in your seat and ready to begin class at this time. Class ends when the instructor dismisses class. Packing up your things early is disruptive to others around you and to me.
3. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
4. Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
5. You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated.
6. Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.
7. Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. All electronic devices that generate sound and/or pictures must be turned off during class.
8. Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted. Repetitive and seriously disruptive behavior, e.g. fighting, using profanity, personal or physical threats or insults, damaging property, may result in your removal from class.



Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

Civility – A Blazer shows *courtesy* and *compassion* as well as *respect* for the *dignity* of every human being.

Integrity – Each Blazer is *responsible* for his or her own actions, and our *community* is stronger when we contemplate the context of our decisions and uphold the principles of *trust* and *honesty*.

Citizenship – Every Blazer has an interest in the well-being of the *community*, and, therefore, a duty to stay informed, to make *positive* contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

HELPFUL TECHNOLOGY INFORMATION

- Be sure to set up your active directory account. This will allow access to student email, Blazeview, Banner, Campus wifi, login access to lab computers, and access to other important resources.
 - If you are having trouble logging into one of these services, use the password reset feature.
 - If you are still having trouble after resetting your password, contact the Helpdesk at 229-245-4357
- Students must have access to a computer which meets the minimum requirements of VSU to access Blazeview. Computer labs are available in the following locations:
 - School of Nursing (Martin Hall) (1 open lab)
 - Library (7 open labs)
 - College of the Arts (3 open labs)
 - College of Arts & Sciences (4 open labs)
 - College of Business (1 open lab)
 - College of Education (8 open labs)
 - University Center (6 open labs)
- It is recommended that students locate and run the recommended browser Blazeview check upon initiation of the program, when initiating any new or different computer and anytime difficulties with the program occur.
 - It is important you take the time to assess and set up all of your individual systems.
 - You may need to contact your Internet service provider for connectivity issues.
- Students are responsible for safe computing.
 - Safe computing guide
 - Information security policy
- Microsoft Office® is the required software package. Please use version 2007 or newer to avoid file compatibility issues. Sun Java Runtime Environment is required for all courses using Blazeview.
- If you are need of technical equipment (laptop, voice recorder, remote presenter, etc.), please visit the Odum Library Media Center to check out equipment. <http://www.valdosta.edu/academics/library/depts/media-center/>

ATTENDANCE POLICY

Students are expected to attend class. Students are responsible for obtaining any class notes and/or assignments given during their absence. It is not the professor's responsibility to supply notes or assignments administered during a

student's absence. Students missing 20% of the class sessions are subject to receiving an "F" for the course regardless of their current or final grade.

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.

ACADEMIC INTEGRITY

Students are expected to do their own work. Any evidence, suggestive or otherwise, that a student's work has been performed, or attempted to be performed, in a dishonest manner including, but not limited to, plagiarism, cheating, copying assignments from fellow students, and stealing examinations, will be grounds for failing the assignment and/or course. Such cases could be brought to the attention of the VSU administration and may result in your dismissal from the university.

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

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office 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. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <https://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

08/17/2018

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Sarah Fretti	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSEP	NEW Course Number: <i>(Consult #s in the catalog)</i>	4160
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Proposed NEW Course Title:	Exercise Psychology
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Exercise Psychology
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Prerequisite(s):	Admission into the Exercise Physiology degree program.
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Lecture Hours:	3	Lab Hours:	0	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

This course will address the role that behavioral factors play in physical activity and exercise and the impact on morbidity and mortality. Major psychological theories that have been applied to physical activity and exercise will be discussed as well as behavioral interventions to promote healthy behaviors.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

Students complete an evaluation of the program each semester, required for accreditation. Students are required to sit for a certification examination at the end of the program. Behavioral modification and psychology-related issues constitute over 25% of the material on the exam. This course will provide the students with the information requested, opportunity for improved passing rates on the certification exam, and follows accreditation compliance.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

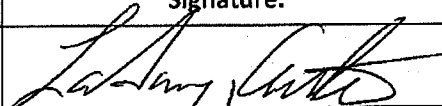
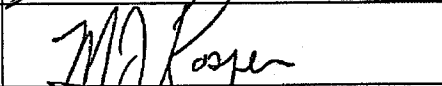

Sources of data to support change: Students complete an evaluation of the program each semester, required for accreditation. Students are required to sit for a certification examination at the end of the program. Behavioral modification and psychology-related issues constitute over 25% of the material on the exam. This course will provide the students with the information requested, opportunity for improved passing rates on the certification exam, and follows accreditation compliance.

Plans for assessing course effectiveness and learning outcomes: Students will subjectively report on the course effectiveness on SOIs and on the student evaluation of the program that is taken before graduation. Projects including business plan and case study are cumulative reports that will indicate course effectiveness as well as retention of material presented throughout the program matriculation. The certification exam passing rates and raw scores are analyzed each semester. These scores will be evaluated based on the additional material provided in this course to assess course effectiveness and accreditation standards.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

 **Valdosta State University – NEW COURSE Form**

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter		8/29/18
College/Division Executive Committee	Mark J. Kasper		8-28-18
Dean/Director	Sheri Noviello		8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department? No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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Valdosta State University
College of Nursing and Health Sciences
School of Health Sciences – Exercise Physiology

Course Name: Exercise Psychology

Course Number: HSEP 4160

Credit Hours (Lecture-Lab-Total): 3-0-3

Prerequisite: Admission into the Exercise Physiology undergraduate program

Format: Lecture

Semester: TBA

Class Time/Location: TBA

COURSE DESCRIPTION: This course will address the role that behavioral factors play in physical activity and exercise and the impact on morbidity and mortality. Major psychological theories that have been applied to physical activity and exercise will be discussed as well as behavioral interventions to promote healthy behaviors.

COURSE LEARNING OUTCOMES

By the end of this course, you (the student) should be able to...

1. identify potential biases in behavioral science research and how to minimize them,
2. discuss the relationships between exercise and mental health and identify shortcomings in this literature,
3. describe what is known about the role of exercise in enhancing mental health and quality of life,
4. demonstrate effective listening and communication skills for helping people change behavior,
5. apply health behavior change models to physical activity promotion, and
6. synthesize research findings from behaviorally based interventions to promote physical activity and exercise.

COURSE MATERIALS

Required Textbooks:

1. Glanz K, Rimer BK, Viswanath K (Eds). **Health Behavior. Theory, Research and Practice, 5th Edition** John Wiley & Sons; 2015, ISBN 978-1118628980.

COURSE EVALUATION / GRADING

1. **Exams:** (3) Exams will consist of multiple choice, short answer, and short essay questions designed to assess your knowledge of course materials including information presented in class, course textbook and assigned readings. Unless otherwise informed, you should bring pencils, an eraser, and a non-programmable calculator. The final exam will be cumulative in nature.

2. **Health Education Program Project:** Working independently, design a health promotion program for a specified population approved by the instructor, with a theoretical basis consisting of one or more theories described in class.
3. **Personal Behavior Change Project:** Each student will select a personal health behavior you would like to change [e.g., eating more fruit, getting more sleep, making more meaningful social contacts, etc.], select a theory to guide your intervention, and design an intervention you can follow to change your behavior.
4. **Assignments/Quizzes:** Each student will complete assignments/quizzes that correspond to class material. The student will be informed of deadlines for each activity. Activities may include online discussion, presenter feedback, research articles, etc.
5. **Participation/Attendance:** You should make every attempt to attend every class meeting. Attendance and promptness is expected. While it is recognized that certain unforeseen events may prevent you from attending a certain class meeting, due to the nature of this class it is essential that you attend and participate. Rude or disruptive behavior in class (sleeping, talking, electronic use, etc) may result in lost attendance. Participation in discussion and activities is required in this course.

*Late assignments will not be accepted. No make-up exams are possible, unless arrangements are made prior to exam dates and a verifiable medical or university excuse is provided.

**Failure to complete *any given* course requirement could result in an "F" for the course.

Assignment	Percentage of Total
1. Exams	40%
2. Health Education Project	30%
3. Personal Behavior Change Project	20%
4. Assignments/Quizzes	10%
TOTAL	100%

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

COURSE SCHEDULE

Topics Covered: (dates TBD – full course outline available in Blazeview)

Week 1-2: Physical activity guidelines and epidemiology

Week 2-3: Major behavioral theories and exercise

EXAM 1

Week 4-5: Behavioral interventions (motivational interviewing/wellness coaching)

Week 6-8: Physical activity/exercise and cognition and sleep

Personal Behavior Change Project Due

EXAM 2

Week 9-11: Physical activity/exercise & depression/anxiety disorders

Week 12-14: Physical activity/exercise & addictive behaviors

Health Education Project Presentations

EXAM 3



Valdosta State University Curriculum Form

Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	HSEP 4210	Course Prefix and Number:	
Course Title:	Clinical Exercise Physiology	Course Title:	
Credit Hours:		Credit Hours:	
Lecture Hours:		Lecture Hours:	
Lab Hours:		Lab Hours:	
Pre-requisites:	A grade of "C" or better in HSEP 3010, and HSEP 4070.	Pre-requisites:	A grade of "C" or better in HSEP 3010
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other –

HSEP 4070 as a co-pre-requisite is not necessary

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Written and practical examinations.

Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise

Physiologist certification examination.



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter	<i>LaGary Carter</i>	8/29/18
College/Division Executive Committee	Mark J. Kasper	<i>MJ Kasper</i>	8.28.18
Dean/Director	Sheri Noviello	<i>S Noviello</i>	8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

No Yes [select college & indicate department(s)]

College: *Select One.*

Department(s):



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	HSEP 4510	Course Prefix and Number:	
Course Title:	Exercise Physiology Practicum	Course Title:	
Credit Hours:	4	Credit Hours:	4
Lecture Hours:	0	Lecture Hours:	1
Lab Hours:	8	Lab Hours:	4
Pre-requisites:	A grade of "C" or better in HSEP 3010, 3011, 3020, 3050, 3420, and 4080. Students must also have a completed graduation checklist returned from the Registrar and current CPR card.	Pre-requisites:	Successful progression and retention requirements as per the program of study of the Exercise Physiology degree program and permission of the instructor. Current CPR certification.

CURRENT Course Description:	NEW Course Description: <i>(hover over for instructions)</i>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other --

Lecture-lab-credit hours change - our error in a previous request for a course change
 Revised pre-requisite is more than just academic term grades for specific courses.

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- Other Data Source Descriptions –

Written and practical examinations.

Pass rates and section analysis of performance domains - American College of Sports Medicine Exercise

Physiologist certification examination.



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter		8/29/18
College/Division Executive Committee	Mark J. Kasper		8.28.18
Dean/Director	Sheri Noviello		8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department? No Yes [select college & indicate department(s)]

College: *Select One.*

Department(s):



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/17/2018

**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Nursing and Health Services	Dept. Initiating Request:	School of Health Sciences
Requestor's Name:	Mark J. Kasper	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	HSEP 4550	Course Prefix and Number:	
Course Title:	Exercise Physiology Internship	Course Title:	
Credit Hours:		Credit Hours:	
Lecture Hours:		Lecture Hours:	
Lab Hours:		Lab Hours:	
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
<p>The student is required to work 40 hours per week for a minimum of 10 weeks, or 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine Health Fitness Specialist or Clinical Exercise Specialist prior to the end of the semester in which the course is taken and submit copies of the certification exam results, preceptor evaluation, and an exit survey to the course instructor before a final grade can be assigned.</p>	<p>The student is required to work 40 hours per week for a minimum of 10 weeks, or 400 cumulative hours. Students must complete a major project or paper related to some aspect of the internship site, teach at least two educational classes, and submit a weekly log of their daily activities. The internship site must reflect an area directly related to the field of clinical or applied exercise physiology. Each student is required to sit for at least one of the following professional certification examinations: American College of Sports Medicine <u>Health Fitness Specialist</u> or <u>Clinical Exercise Specialist</u> <u>Certified Exercise Physiologist</u> or <u>National Strength and Conditioning Certified Strength and Conditioning Specialist</u> prior to the end of the semester in which the course is taken and submit copies of the certification exam results, preceptor evaluation, and an exit survey to the course instructor before a final grade can be assigned.</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2019	Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

<input type="checkbox"/> Improving student learning outcomes	<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency
<input type="checkbox"/> Adopting current best practice(s) in field	<input checked="" type="checkbox"/> Other –

Name change of professional certifications

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes


(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

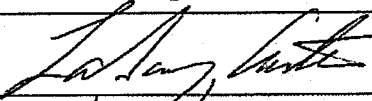
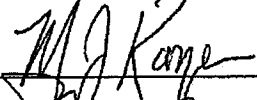
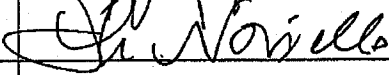
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

ACSM and NSCA certification examinations

 **Valdosta State University - REVISED COURSE Form**

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	LaGary Carter		8/29/18
College/Division Executive Committee	Mark J. Kasper		8.28.18
Dean/Director	Sheri Noviello		8/30/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes *[select college & indicate department(s)]*

College:	Select One.	Department(s):	
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Karen Marie Shepard

From: Patrick James McElwain
Sent: Wednesday, May 9, 2018 11:43 AM
To: Karen Marie Shepard; Jane M Kinney
Cc: Sharon L Gravett
Subject: FW: New Course Name for MATH 1401 - Beginning Spring 2019

Hi, Karen and Jane

Below is information regarding a title change for eCore's MATH 1401 effective spring 2019.

Best,
Patrick

Patrick McElwain
Associate Registrar
Valdosta State University
Valdosta, GA 31698
Phone (229) 333-5727
Fax (229) 333-5475

From: Nicolle Coleman [mailto:ncoleman@westga.edu]
Sent: Wednesday, May 09, 2018 10:23 AM
To: dbooker@georgiasouthern.edu; Amy P. Willis <apwillis@abac.edu>; Emily Cheek <echeek@abac.edu>; Nicholas Urquhart <nurquhart@abac.edu>; Carr, Frances <Frances.Carr@asurams.edu>; Luck, Renita <renita.luck@asurams.edu>; Spencer Stewart <ssewart@bainbridge.edu>; Stephanie Speer, Associate Registrar <speer_stephanie@columbusstate.edu>; Euell, Sunae <euell_sunae@columbusstate.edu>; Holli Goodwin <hgoodwin@daltonstate.edu>; Hannah Michelle Isenhower <hisenhower@daltonstate.edu>; Sarita S Gale <sgale@daltonstate.edu>; Lawrence, Sharee' <Lawrencs@fvsu.edu>; Ezell, Denise <ezelld@fvsu.edu>; lledford@ggc.edu; Barbara Miles <bmiles@ggc.edu>; Sandie Davis <sdavis@highlands.edu>; Alicia Newton <alicianewton@georgiasouthern.edu>; Wallace Brown <wbrown@georgiasouthern.edu>; Patrick James McElwain <pmcelwai@valdosta.edu>; sricks@atlm.edu; Lisa Lesseig <llesseig@ccga.edu>; Rebecca Gmeiner <RebeccaGmeiner@clayton.edu>; Barras, Janet <janetb@gordonstate.edu>; Krista Smith <Krista.Smith@gsw.edu>; Lois Oliver <lois.oliver@gsw.edu>; Danielle Herrington <dherrin8@kennesaw.edu>; Ana Edwards <aedwar50@kennesaw.edu>; Edge, Jed E. <jed.edge@mga.edu>; Mitchell, Dian <dian.mitchell@mga.edu>; Ame Wilkerson <ame.wilkerson@sgsc.edu>; Platt, Kathleen <plattk@savannahstate.edu>; Steven Stubbs <Steven.Stubbs@ung.edu>; Stephanie Hulseley <Stephanie.Hulseley@ung.edu>; Merci Rivera <Merci.Rivera@ung.edu>; Denise Daniels <dmdaniels@ega.edu>; Lynette M. Saulsberry <lsaulsberry@ega.edu>
Cc: Ashley Reece <arainwat@westga.edu>; Brett Miles <bmiles@westga.edu>
Subject: FW: New Course Name for MATH 1401 - Beginning Spring 2019

Good morning everyone,

Please see Brett's note below about the official name change for eCore MATH 1401 beginning Spring 2019. Later this year, when eCore master schedules come out, the new name will be reflected. We wanted to let you all know in plenty of time to make catalog changes if necessary. Please let us know if you have any questions.

Sincerely,

Nicolle

From: Brett Miles [mailto:bmiles@westga.edu]
Sent: Wednesday, May 9, 2018 8:47 AM
To: Nicolle Coleman <ncoleman@westga.edu>
Subject: New Course Name for MATH 1401 - Beginning Spring 2019

The name change "Elementary Statistics" is approved as of April 20th for MATH 1401 by the Council on General Education. Institutions must implement this name change no later than Fall 2019, and eCore has decided to implement this as of Spring 2019.

Please also note the updated catalog description:

This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.

Thanks,
Brett

Brett Miles
Director of eCampus Administrative and Student Services



bmiles@westga.edu | 678-839-0632