VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 8, 2010

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
March 8, 2010

1. Minutes of the February 8, 2010 meeting. (pages 1-3) approved by email February 10, 2010.

2. **MISCELLANEOUS**
   a. Revised credit for PLA 2000 (pages 4-6)

3. **COLLEGE OF THE ARTS**
   a. Revised senior college curriculum for the BFA in Art Education (pages 7-8)
   b. Revised requirements for the Minor in Speech Communication (pages 9-10)

4. **COLLEGE OF NURSING**
   a. Revised selected Educational Outcomes for the MSN (pages 11-13)
   b. Revised credit hours NURS 7473 (pages 14-20)
   c. New course NURS 3080 (pages 21-26)

5. **DIVISION OF SOCIAL WORK**
   a. Revised Program Retention/Dismissal (pages 27-28)
   b. Revised course description SOWK 7300 (pages 29-31)
   c. Revised course title, and description SOWK 7310 (pages 32-34)
   d. Revised course title, and description SOWK 7320 (pages 35-37)

6. **COLLEGE OF ARTS AND SCIENCES**
   a. Information item External Degree Proposal for the BA and MS in Criminal Justice (pages 38-44)
   b. Revised course description HONS 4000 (pages 45-47)
   c. Revised Selected Educational Outcomes for the BA in Philosophy and Religious Studies (pages 48-50)
   d. Revised Additional Requirements and Notes for the BA in Mathematics (pages 51-53)
   e. Revised Selected Educational Outcomes for the BS in Computer Science (pages 54-56)
   f. Revised Selected Educational Outcomes for the BS in Computer Information Systems (pages 57-59)
   g. New course BIOL 3460 (pages 60-65)
   h. New course BIOL 5460 (pages 66-71)
   i. New course BIOL 3970 (pages 72-79)
   j. New course BIOL 4710 (pages 80-85)
   k. New course BIOL 6710 (pages 86-91)
   l. New course GEOL 3104 (pages 92-96)

7. **COLLEGE OF EDUCATION**
   a. Revised EDS in School Counseling changing to an online program (pages 97-98)
   b. Revised senior curriculum for the BSED in Technical, Trade, and Industrial Education-Secondary Option (pages 99-100)
   c. Revised credit hours ACED 4410 (pages 101-103)
   d. New course ACED 4430 (pages 104-110)
   e. Information item – background on request to add a new track –online Bachelor Completion Option – to the BS in Office Administration and Technology (pages 111-112)
   f. Revised Area F, senior college curriculum and addition of new Online Bachelor Completion Option for the BS in Office Administration (pages 113-116)
   g. Admission requirements for the BS in OAT – Online Bachelor Completion Option (pages 117-119)
   h. New course ACED 2940 (pages 120-124)
   i. New course ACED 3101 (pages 125-133)
   j. New course ACED 3150 (pages 134-141)
   k. New course ACED 3940 (pages 142-146)
   l. New course ACED 4020 (pages 147-154)
   m. New course ACED 3400 (pages 155-160)
   n. Revised course prerequisite ACED 3700 (pages 161-168)
   o. Revised course title, and prerequisite ACED 4050 (pages 169-176)
   p. Revised course prerequisite ACED 4070 (pages 177-189)
   q. Revised course prerequisite ACED 4160 (pages 190-199)

8. **Pending items**
   a. Notice to SACS that the BS in Mathematics with an option in Computer Science has been deactivated.
   b. Notice to SACS that the BS in Athletic Training was changed to a BSAT in Athletic Training.
   c. BA in Transatlantic Studies Program

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 8, 2010

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 8, 2010. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Lai Orenduff, Dr. Marvin Smith, Dr. Bruce Caster, Dr. Frank Flaherty (Proxy for Dr. Lucia Lu), Dr. Dr. Deborah Weaver, Ms. Laura Wright, Dr. Linda Jurczak (Proxy for Dr. William Faux), Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Bruce Caster (Proxy for Dr. Ray Elson), Dr. James Ernest, Ms. Deborah VanPetten (Proxy for Dr. Iris Ellis), Dr. Melissa Benton, Dr. James Humphrey, and Ms. Deborah VanPetten.

Members Absent: Dr. Lucia Lu, Dr. William Faux, Dr. Iris Ellis, Dr. Ray Elson, and Dr. Mike Meacham.

Visitors Present: Dr. James Shrader, Mr. Mike Savoie, Dr. Don Leach, Dr. Michael Davey, Dr. Fred Downing, Dr. Blake Pearce, Dr. Karl Hull, and Mr. Lee Bradley.

The Minutes of the January 25, 2010 meeting were approved by email on February 3, 2010. (pages 1-2).

A.   College of Business

1.   Deactivation of ACCT 4510 was approved effective Summer Semester 2010. (pages 3-4).

B.   College of Arts and Science

1.   Revised educational outcomes and outcomes assessments for the BA in Philosophy and Religious Studies – Philosophy Track and Religious Studies Track was approved effective Fall Semester 2010 with "Students will be able to do the following" added before number 1. of each section. (pages 5-7).

2.   Letter of intent for the development of the Master of Arts in Literature and Language to be offered through GOML was approved. (pages 8-13). Pending BOR approval.

C.   College of Nursing

1.   Revised course description, Nutrition (NUTR) 3350, "Weight Management and Behavior", (WEIGHT MANAGEMENT & BEHAVIOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 14-19).

2.   Revised course prerequisite and description, Nutrition (NUTR) 4000, "Advanced Nutritional Therapy", (ADVANCED NUTRITIONAL THERAPY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 20-25).

3.   Revised course prerequisite, description, and credit hours, Nutrition (NUTR) 4950, "Community Nutrition and Health", (COMMUNITY NUTRITION & HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 26-31).

D.   Library Science Program

1.   Revised admission requirements for the MLIS program was approved effective Fall Semester 2010. (pages 32-33).

E.   College of Education

1.   Revised catalog copy for the Dissertation Credit guidelines was approved effective Fall Semester 2010. (page 34).

2.   Revised admission requirements for the Ed.D. in Curriculum and Instruction was approved effective Fall Semester 2010 with the word "submit" changed to "obtain" in the fifth bullet. (pages 35-40).

3.   Revised transfer credit policy for the Ed.D. in Curriculum and Instruction was approved effective Fall Semester 2010. (pages 41-43).

4.   Revised admission requirements for the Ed.D. in Leadership was approved effective Fall Semester 2010 with the word

"submit" changed to "obtain" in the fifth bullet. (pages 44-49).

5. Revised transfer credit policy for the Ed.D. in Leadership was approved effective Fall Semester 2010. (pages 50-52).

6. Revised curriculum for the MED in Educational Leadership – Higher Education Track , and the addition of a new track Student Affairs was approved with the effective term changed to Fall Semester 2010, and with spelling corrected of "existing" and "adopted" in the justification section. (pages 53-57). BOR approval is needed for the Student Affairs track.

7. New course, Education Leadership (LEAD) 7840, "History and Philosophy of Higher Education", (HISTORY & PHILOSOPHY OF HE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the transcript title abbreviation changed to "History & Philosophy of HE", and the spelling of "tailored" corrected in the justification. (pages 58-68).

8. New course, Education Leadership (LEAD) 7850, "Ethics and Standards in Higher Education", (ETHICS AND STANDARDS IN HE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 69-83).
    The course description was changed to read: The definition and concepts of ethics; important ethical thinkers through a historical and ideation methodology; and theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education.

9. New course, Education Leadership (LEAD) 7880, "Counseling in Student Affairs", (COUNSELING IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 84-97).
    The course description was changed to read: Experiences in helping skills and intervention techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs settings.

10. New course, Education Leadership (LEAD) 7890, "Technology in Student Affairs", (TECHNOLOGY IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 98-105).
    The course description was changed to read: Technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analysis and critique of different management and planning strategies.

F.   College of the Arts

1. Revised course prerequisite, Interior Design (ARID) 3411, "Computers for Interior Design", (COMPUTERS FOR INTERIOR DESIGN – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010. (pages 106-108).

2. Revised course description, Art (ART) 1011, "Drawing II", (DRAWING II – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010. (pages 109-111).

3. Revised course title, Art (ART) 3071, "Black and White Photography", (BLACK AND WHITE PHOTOGRAPHY – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010. (pages 112-113).

4. New course, Art (ART) 3072, "Digital Photography", (DIGITAL PHOTOGRAPHY – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010 with the description changed to read …composition, and presentation… . (pages 114-117).

5. Revised course title and description, Art (ART) 4072, "Advanced Photography", (ADVANCED PHOTOGRAPHY – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010 with the description changed to read …processes. Both a digital and a 35mm… and the spelling of "requires" was corrected in the justification. (pages 118-120).

6. Revised senior curriculum for the BA in Art was approved effective Fall Semester 2010. (pages 121-122).

7. Revised senior curriculum for the BFA in Art was approved effective Fall Semester 2010. (pages 123-124).

8. Revised prerequisite, Art History (ARTH) 3121, "Western Art History Survey", (WESTERN ART HISTORY SURVEY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 125-127).

9. Revised prerequisite, Art History (ARTH) 3122, "20TH Century Art Survey", (20TH CENTURY ART SURVEY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 128-130).

10. Revised prerequisite, Art History (ARTH) 4120, "Issues in Art Criticism", (ISSUES IN ART CRITICISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 131-133).

11. Revised prerequisite, Art History (ARTH) 4130, "Women Artists", (WOMEN ARTISTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 134-136).

12. Revised prerequisite, Art History (ARTH) 4150, "Contemporary Art History", (CONTEMPORARY ART HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 137-139).

13. Revised prerequisite, Art History (ARTH) 4160, "Directed Study in Art History", (DIRECTED STUDY IN ART HISTORY – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2010. (pages 140-142).

14. New course, Music (MUSC) 2411, "Secondary Class Guitar", (SECONDARY CLASS GUITAR – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2010. (pages 143-147). The course description was changed to read: The study of basic guitar skills, including technique and solo performance, and the development of an appreciation of traditional guitar music through the study of artistic guitar literature.

15. Revised credit hours, Music Education (MUE) 3100, "Arranging for School Band, Chorus, and Orchestra", (ARRNG SCH BAND, CHORUS, ORCHST – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2010. (pages 148-150).

16. Revised credit hours, Music (MUSC) 1052, "Music Theory Lab II", (MUSIC THEORY LAB II – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 151-153).

17. Revised course description, Music (MUSC) 2011, "Music Theory III", (MUSIC THEORY III – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 154-156).

18. Revised course description, Music (MUSC) 2012, "Music Theory IV", (MUSIC THEORY IV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 157-159).

19. Revised credit hours, Music (MUSC) 2051, "Music Theory Lab III", (MUSIC THEORY LAB III – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 160-162).

20. Revised credit hours, Music (MUSC) 2052, "Music Theory Lab IV", (MUSIC THEORY LAB IV – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 163-165).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02-08-2010 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:** Jerry Merwin

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

PLA 2000 Prior Learning Documentation

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 2 Institutional Credit	**Credit Hours:** 2 Academic Credit
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: 2010-2011	**Estimated Frequency of Course Offering:** 3 times per year

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Students who take PLA 2000 want to be able to use financial aid to pay for the course. It will need to carry academic credit toward graduation to meet requirements for financial aid. A total of 35 students have taken PLA 2000, with 19 receiving credit for 44 courses and 163 credit hours. Approximately 12 to 15 students are working on portfolios or have submitted portfolios that are being evaluated by faculty assessors. At least one student has dropped the course and it is likely others have not signed up because of the problems with financial aid. We are trying to reach students from underserved populations and many of them need to have costs covered by financial aid.

VSU is now part of the USG Adult Learning Consortium (ALC) and the five institutions have all agreed to use the same course. The Fees, Financial Aid, and Sustainability (FFS) Subcommittee

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of the ALC Executive Committee recommended that PLA 2000 have academic credit to help students. The institutions in the Consortium are working to create an assessors network and have common requirements for PLA 2000 and the evaluations of prior learning.
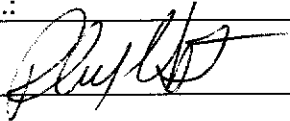
Source of Data to Support Suggested Change:

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

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

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The Consortium is in the midst of setting up an evaluation process for PLA 2000 and for those students earning PLA credit.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students in PLA 2000 create portfolios that might be submitted to faculty assessors for evaluation. The review of those faculty members who are subject matter experts provides feedback related to the learning outcomes met by the student.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.:	Date:
Dean/Director:	Date: 2/16/10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:
☐ Core Curriculum   ☒ Senior Curriculum   ☐ Graduate Curriculum   ☒ Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number: 238	Proposed Effective Date for Curriculum Change: (Month/Year): 8/2010	Degree & Program Name: (e.g., BFA, Art): BFA ARED (Art Education)

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Major Curriculum 68 hours	Major Curriculum 68 hours
EDUC 2110, EDUC 2120, EDUC 2130 - 9 hour	EDUC 2110, EDUC 2120, EDUC 2130 - 9 hour
SPEC 3000 - 3 hours	SPEC 3000 - 3 hours
ART 3051 and either ART 3041 or ART 3111 - 6 hours	ART 3051 and either ART 3041 or ART 3111 - 6 hours
ART 3061, ART 3071, ART 3081 - 9 hours	ART 3061, ART 3071 <u>or ART 3072</u>, ART 3081 - 9 hours
ARTH 4120, ARTH 3121, ARTH 3122 - 9 hours	ARTH 4120, ARTH 3121, ARTH 3122 - 9 hours
Guided Electives in ART or ARTH - 11 hours	Guided Electives in ART or ARTH - 11 hours
ARED 3010, ARED 3012, ARED 3000 - 9 hours	ARED 3010, ARED 3012, ARED 3000 - 9 hours
ARED 4070 and ARED 4090 - 12 hours	ARED 4070 and ARED 4090 - 12 hours

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field:

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

☒ Other: Aligning with other art department degree programs, such as the BFA in Art which has already approved the change.

Source of Data to Support Suggested Change:

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

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Current practices in peer NASAD institutions, student SOI feedback, alignment with revisions to other art department degree offerings

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?).
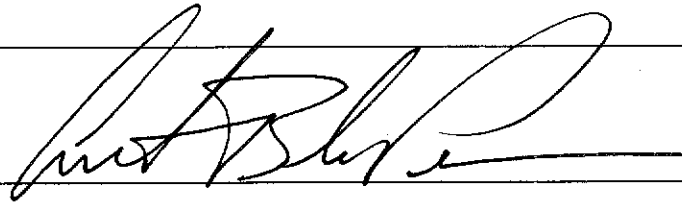
Data Sources:

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

1. GACE II exam results, Part 2 for art education, student work samples in the LiveText Electronic Portfolio
2. Content exam results for ARED majors

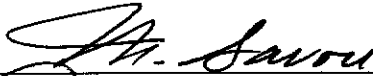| Approvals:		
Department Head:		Date: 2/24/10
College/Division Exec. Committee:		Date: 2-24-10
Dean(s)/Director(s):		Date: 2-24-10
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum   ☐ Senior Curriculum   ☐ Graduate Curriculum   ☒ Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number: 249	Proposed Effective Date for Curriculum Change: (Month/Year): 08/10	Degree & Program Name: (e.g., BFA, Art): Minor, Speech Communication

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Minor in Speech Communication…18 semester hours **COMM 1110 or COMM 2060…3 hrs** **COMM 2100….3 hrs** **Choice of four from the following courses of which one must be at senior level:….12 hrs** **COMM 2300, COMM 3000, COMM 3071, COMM 3100, COMM 3320, COMM 3500, COMM 4060, COMM 4120, COMM 4130, COMM 4400**	Minor in Speech Communication…18 semester hours COMM 1110 and COMM 2100…6 hrs Choice of four from the following courses, of which one must be at the senior level…12 hrs COMM 2300, COMM 3000, COMM 3071, COMM 3100, COMM 3320, COMM 3500, COMM 4060, COMM 4120, COMM 4130, COMM 4170, COMM 4600, COMM 4400, COMM 4430

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.

☒ Improve student learning outcomes: Will provide more flexibility to students completing minor

☒ Adopting current best practice(s) in field: Permits study in newer areas in field

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

☒ Other: COMM 2060 is no longer offered. Inclusion of additional senior level courses (COMM 4170, COMM 4430, and COMM 4600) will enable minors to complete program in more timely manner.

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

Data Sources
☐ **Indirect measures: SOIs; student, employer, or alumni surveys, etc.**
☒ **Direct measures: Materials collected and scored for program assessment purposes (tests, portfolios, specific assignments, etc.)** A review of the current VSU Undergraduate Catalog revealed that we listed a course in our minor requirements that no longer existed.

These changes are being made for practical purposes. One course no longer exists, and the additional senior-level courses being made available facilitate the timely completion of the minor.
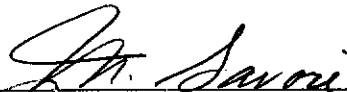
Approvals:

Department Head:		Date: 2/24/10
College/Division Exec. Committee:		Date: 2-24-10
Dean(s)/Director(s):		Date: 2-24-10
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: December 1, 2009

REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:

☐ Core Curriculum   ☐ Senior Curriculum   ☒ Graduate Curriculum   ☐ Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number: 151	Proposed Effective Date for Curriculum Change: (Month/Year): Summer 2010	Degree & Program Name: (e.g., BFA, Art): MSN

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Selected Educational Outcomes 1. Synthesize knowledge gained from the behavioral and natural sciences, humanities, and nursing into advanced nursing practice. 2. Utilize the research process to solve problems and improve the quality of health care. RECEIVED FEB 2 2 2010 VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL	MSN Program Objectives 1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom and ethics) in advanced nursing practice. 2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services. 3. Effect health policy and promote change through leadership, innovation, and management expertise. 4. Practice advanced nursing in collaborative relationships across disciplines and with communities. 5. Demonstrate health care informatics literacy within the context of advanced nursing practice. 6. Promote culturally competent systems that reflect the global context of health. 7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: Outcomes consistent with expectations for CCNE accreditation of Masters Programs; Program Outcomes supporting the developing Clincal Nurse Leader and Doctor of Nursing Practice proposals. This foundation is critical to consistent development of curriculum.

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

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. AACN Masters Essentials (1996); current trends in Masters Essentials Review meetings in 2009; input from consultation for development of nurse practitioner and Clinical Nurse Leader program.

☐ **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.) MSN Comprehensive Examination; CNL Certification Test, Nurse Practitioner Certification Predictor Test, Successful completion of the MSN Project; successful continued accreditation by CCNE (site visit planned in spring 2011).

Approvals:

Department Head: _N/A_	Date:
College/Division Exec. Committee: _Melissa Berto_	Date: 2/19/10
Dean(s)/Director(s): _Anita H Hufft_	Date: 2/19/10
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course) _Kei Lui_	Date: 2/27/2010
Academic Committee:	Date:

Form last updated: January 6, 2010

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MSN Program Outcomes

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom and ethics) in advanced nursing practice.

2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services.

3. Effect health policy and promote change through leadership, innovation, and management expertise.

4. Practice advanced nursing in collaborative relationships across disciplines and with communities.

5. Demonstrate health care informatics literacy within the context of advanced nursing practice.

6. Promote culturally competent systems that reflect the global context of health.

7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02/17/2010 (mm/dd/yyyy)

Department Initiating Revision: Nursing	**Faculty Member Requesting Revision:** Brenda Dyal

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

NURS 7473

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 1-6	**Credit Hours:** 3-6
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Summer/2010	**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. Include and/or append relevant supporting data.

☒ Improving student learning outcomes: The revised course description clarifies expectations of project development specific for graduate students.

☒ Adopting current best practice(s) in field: This course section is designed to provide the opportunity for the graduate nursing student to develop a proposal for an evidence-based initiative or protocol for advanced nursing practice.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: SACS requires a syllabus for every course offered; this syllabus addresses that expectation.

☐ Other:

Source of Data to Support Suggested Change:

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

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

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portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The student will complete a formal scholarly paper which will describe the process and outcomes of the individual project; also the student will present the final project to a group of faculty, invited guests, and fellow students.

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Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: *Linda Floyd*	Date: 2/23/10
Dean/Director: *Anita G Nugff*	Date: 2/23/10
Graduate Exec. Comm.: (for graduate course) *Karlyn Hull*	Date: 3/1/10
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
BACCALAUREATE NURSING PROGRAM

COURSE SYLLABUS

COURSE NUMBER   NURS 7473

COURSE TITLE   Project

COURSE CREDITS   6 credit hours required for completion;
May register for 3 credit hours

CONTACT HOURS   Arranged

PLACEMENT IN THE CURRICULUM Prerequisites NURS 7120

COURSE DESCRIPTION

Course will be graded "IP", "S", or "U". An independent study to develop a nursing project of the student's choice under the supervision of a faculty member.

COURSE FACULTY

Brenda Dyal, MSN, ARNP-BC
Martin Hall, Room 260
Office Phone: 229-333-5394
Cell Phone: 386-688-2820
Office Hours: Weekly-By Appointment
E-mail: bsdyal@valdosta.edu

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

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Master's Education for Advanced Practice Nursing (1996) standard to which the objective relates
1. Identify a nursing issue or problem relevant to the care of culturally diverse individuals, families, or populations.	1, 2, 6	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice
2. Develop an evidence based proposal to address the identified issue or problem.	1, 2, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice

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3.	Present the project and a plan for implementation and evaluation of its impact to a professional audience.	1, 2, 5, 7		I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice

TOPICAL OUTLINE:

After completion of 3 credit hours it is expected that the student will have developed the final project to include the following:

I. Introduction
    A.   Statement of the problem
    B.   Significance of project for nursing and health care
    C.   Theoretical foundation
    D.   Clinical question

II. Critical Review of Pertinent Literature
    A.   Include theoretical, methodological, empirical research as applicable
    B.   Include rating of level and strength of any empirical evidence using an established evidence-based rating system
    C.   Synthesize empirical support for proposed project

III. Methods
    A.   Description of population
    B.   Outcomes (description of measures and, if appropriate, their reliability and validity or sensitivity/specificity profile)
    C.   Procedures for implementation
    D.   Plans for data analysis or evaluation
    E.   Protection of human subjects

After completion of 6 credit hours it is expected that the student will have developed the final project to include the above mentioned sections as well as the following:

IV. Results
    A.   Specific results
    B.   Validity of results

V. Discussion and Conclusions
    A.   Summary of results
    B.   Clinical implications of results/impact on practice
    C.   Limitations and suggestions for improvement
    D.   Suggestions for future clinical projects or research
    E.   References

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VI.   Appendices (May not contain all options)
           A.   Summary matrix review of individual research tables
           B.   Theoretical models (schematics)
           C.   Methods models (schematics)
           D.   Other as applicable

TEACHING/LEARNING STRATEGIES:

One-to-one student faculty consultation.

REQUIRED TEXT AND REFERENCES:

None

RECOMMENDED RESOURCES:

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

EVALUATION METHODS:

The completed project must be presented to the student's faculty mentor and/or invited audience. After presentation of the approved project an overall grade of "S" will be entered. Interim grades of "IP" or "U" will be submitted for each semester in which the student is enrolled prior to completion of the project.

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

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

COMPREHENSIVE TESTING PROGRAM

Valdosta State University College of Nursing implements a comprehensive standardized testing program as a part of its curriculum. The standardized computer-generated tests are used to identify academic nursing performance consistent with national norms to support documentation of student mastery of essential content. This data is used for individual and group feedback remediation, and as part of data to make decisions on progression and graduation. Certain tests have been selected as measures for student progression; students must achieve a target score identified through psychometric analysis consistent with success in nursing in order to progress in the program. Other tests have been identified for student remediation and development. Students who are unsuccessful on standardized tests are referred to the Office of the Assistant Dean for participation in the Student Success Program, which includes a variety of options, including but not limited to online testing, audio review, face-to-face seminars, enrollment in coursework, academic counseling, tutoring and immersion clinical coursework.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:

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

This course syllabus was last updated on: February 14, 2010
Course author: Brenda Dyal, Susan Wold, Melissa Benton
Approved 2/19/10 by CON Graduate Faculty Committee
Approved 2/23/10 by CON Faculty Organization

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/01/2010 (mm/dd/yyyy)

Department Initiating Request: College of Nursing	**Faculty Member Requesting:** Dr. Maura C. Schlairet
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) NURS ~~3XXX~~ 3080	**Proposed New Course Title:** Strategies for Evidence-Based Nursing Practice **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Evidence-Based Nursing
Semester/Year to be Effective: Spring 2011	**Estimated Frequency of Course Offering:** Each Semester

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

Lecture Hours: 2	**Lab Hours:** 3	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Strategies for identification and interpretation of evidence for nursing and healthcare protocols. Examination of variables affecting care of vulnerable and at-risk populations in south Georgia. Emphasis on participation in the collection, analysis, and interpretation of data generated in acute care and community-based healthcare settings.

Prerequisites: Admission to the major

Placement in Curriculum: Undergraduate Elective

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

☒ Improving student learning outcomes: Expected outcomes of this course include increased skills in qualitative and quantitative data collection specific to nurse-sensitive quality indicators, dissemination of research findings, and increased positive attitude toward research and research roles for nurses.

☒ Adopting current best practice(s) in field: Evidence-based practice and translational research are models upon which excellence in professional nursing practice are based.

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

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. This couse was developed in response to a competitive call for proposals to expand undergraduate scholarship

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and creative learning. The Valdosta State University Quality Enhancement Plan (QEP): Undergraduate Engagement in Discipline-Based Inquiry is part of VSU's reaffirmation of accreditation by SACS.

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

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

Data Sources:
☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student research attitude survey, student graduate education interest survey,.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) new course syllabus, student recruitment/registration data, College of Nursing Research Symposium, student graduate education interest data.

☐ Other:

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

Approvals:	
Dept. Head: ~~Aroan~~ Ɋ.Wɪɭɭ, NAC Ϲhaɪɾ	Date: 2-5-10
College/Division Exec. Comm.: *Linda Floyd*	Date: 2/6/10
Dean/Director: *Anita A Hufft*	Date: 2-5-10
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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BACCALAUREATE NURSING PROGRAM

COURSE SYLLABUS

COURSE NUMBER	NURS 3XXX 3080
COURSE TITLE	Strategies for Evidence-Based Nursing Practice
COURSE CREDITS	3 Semester Hours (2-3-3)
CONTACT HOURS	2 Class Hours per Week X 15 Weeks = 30 Hours 3 Hours Field Work per Week X 15 Weeks = 45 Hours Total Contact Hours = 75 Hours
PLACEMENT IN CURRICULUM	Undergraduate Elective
PRE-REQUISITES	Admission to the major
FACULTY	Dr. Maura C. Schlairet

COURSE DESCRIPTION

Strategies for identification and interpretation of evidence for nursing and healthcare protocols. Examination of variables affecting care of vulnerable and at-risk populations in south Georgia. Emphasis on participation in the collection, analysis, and interpretation of data generated in acute care and community-based healthcare settings.

COURSE OBJECTIVES

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

OBJECTIVE	*BSN Program Objectives* (2008) to which the objective relates	*AACN Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) essential to which the objective relates
1. Generate compelling clinical questions affecting the care of selected populations in south Georgia	1	**Essential VI**: Interprofessional communication and collaboration for improving patient health outcomes **Essential VII**: Clinical prevention and population health **Essential IX**: Baccalaureate generalist nursing practice
2. Critically appraise and prioritize sources of research evidence for nursing protocols	1	**Essential I**: Liberal education for baccalaureate generalist nursing practice **Essential VI**: Interprofessional communication and collaboration for improving patient health outcomes **Essential VII**: Clinical prevention

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		and population health **Essential IX**: Baccalaureate generalist nursing practice
3. Document patient concerns, choices, and nursing clinical judgment for evidence-based practice with selected populations and healthcare problems	6, 9	**Essential V**: Healthcare policy, finance, and regulatory environments **Essential VII**: Clinical prevention and population health **Essential VIII**: Professionalism and professional values **Essential IX**: Baccalaureate generalist nursing practice
4. Collaborate in development of evidence-based protocol development systems	2	**Essential VIII**: Professionalism and professional values **Essential IX**: Baccalaureate generalist nursing practice
5. Collaborate in proposing systems for management of evidence-based systems of healthcare	2	**Essential VIII**: Professionalism and professional values **Essential IX**: Baccalaureate generalist nursing practice
6. Promote evidence-based practice through the dissemination of research findings affecting clinical care	4, 5	**Essential I**: Liberal education for baccalaureate generalist nursing practice **Essential IV**: Information management and application of patient care technology **Essential VI**: Interprofessional communication and collaboration for improving patient health outcomes

TOPICAL OUTLINE

1. Evidence-based practice: value, culture, and barriers
2. Structure for development of compelling clinical questions
3. Critical appraisal of evidence for practice
4. Data collection strategies for evidence-based practice
5. Data analysis strategies for evidence-based practice
6. Organizing and sustaining systems for evidence-based practice
7. Interdisciplinary collaboration strategies
8. BSN roles related to successful grant funded research and outcomes management protocols
9. Dissemination of findings

TEACHING/LEARNING STRATEGIES

Lecture, class discussion, individual and group activities, written assignments, and clinical investigation field work will be used to attain course objectives.

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REQUIRED TEXTS AND REFERENCES

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

Melnyk, B. M., & Fineout-Overholt, E. (2005). *Evidence-based practice in nursing & healthcare: A guide to best practice*. Philadelphia: Lippincott Williams & Wilkins.

Selected publications will be identified in the course schedule of assignments for required reading.

EVALUATION METHODS

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods for this course include performance on written assignments, tests and quizzes, oral presentations, and development of media for the communication of nursing research. Class attendance and participation may be included in analysis of student performance.

To successfully pass NURS 3XXX, the student must:

1. Achieve a 74% average or above on all written assignments
2. Achieve a course grade of "C" or above
3. Complete all assignments

GRADING SCALE

A (90-100%)
B (80-89%)
C (74-79%)
D (66-73%)
F (65% and below)

Course Authors: Dr. A. Hufft and Dr. M. Schlairet
Course syllabus last updated on 2/3/10

REQUEST FOR A CURRICULUM CHANGE FEB 10 2010

Valdosta State University

Select Area of Change:

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

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

Current Catalog Page Number: links on website to Program REtention/Dismissal, #3	Proposed Effective Date for Curriculum Change: (Month/Year): Fall, 2010	Degree & Program Name: (e.g., BFA, Art): Social Work

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
• **Students will be dismissed from the program if they accumulate 4 or more academic deficiency points. A grade of "C" equals one deficiency point (and will be credited toward the M.S.W. degree). A grade of "D" equals 2 deficiency points (and will not be credited toward the M.S.W. degree). A grade of "F" or "WF" equals 3 deficiency points (neither of these will be credited toward the M.S.W. degree). Because of the emphasis on practicum performance in the social work program, a grade of "Unsatisfactory" in practicum equals 4 deficiency points and will result in permanent dismissal from the program.** •	Students will be dismissed from the program if they accumulate 4 or more academic deficiency points. A grade of "C" equals one deficiency point (and will be credited toward the M.S.W. degree). A grade of "D" equals 2 deficiency points (and will not be credited toward the M.S.W. degree). A grade of "F" or "WF" equals 3 deficiency points (neither of these will be credited toward the M.S.W. degree). Because of the emphasis on practicum performance in the social work program, a grade of "Unsatisfactory" in practicum equals 4 deficiency points and will result in permanent dismissal from the program. Students who are admitted with Advanced Standing Status will be dismissed from the program if they accumulate 2 academic deficiency points or a grade of "Unsatisfactory" in practicum.

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Advanced standing students are admitted to the MSW Program for one year because they graduated with a BSW degree from their undergraduate institutions. Reduction in the number of deficiency points from 4 to 2 allows the deficiency standards for the advanced standing group to be comparable to the majority of MSW students who enroll in the MSW Program for 2 or more years.

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The actual accrual of deficiency points is tracked for all

MSW students as is the number of students per year who are terminated from the MSW Program. Data indicate that there are a number of advanced standing students who perform poorly academically and yet do not accrue a total of 4 deficiency points during the two semesters prior to their graduation.

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.) As noted above, the number of Advanced Standing students who receive deficiency points during their year in the MSW Program will be compared with the number of students who are enrolled in the program for two or more years and must receive a total of 4 deficiency points prior to program termination. It is believed that the reduction in deficiency points for Advanced Standing students will help to equalize the deficiency point requirement for both groups of students, thereby reducing the academic advantage given to Advanced Standing students who now must accrue 4 deficiency points before they are terminated.

Approvals:

Department Head:	Date:
College/Division Exec. Committee:	Date: 2/3/2010
Dean(s)/Director(s):	Date: 2/9/2010
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date: 2/27/20
Academic Committee:	Date:

Request for a Revised Course

Valdosta State University

Date of Submission: 2/18/2010 (mm/dd/yyyy)

Department Initiating Request: Social Work

Faculty Member Requesting Revision: Dr. Michael Sanger

Current Course Prefix and Number: SOWK 7300   Current Credit Hours: 3

Current Course Title: Advanced Practice with Individuals in Changing Communities

Mark all that apply:

☐ Revised Title   ☐ Revised Course Number   ☐ Revised Credit Hours
☒ Revised Course Description   ☐ Other

Semester/Term/Year to be Effective: Spring 2010

Estimated Frequency of Course Offering: Each spring

Indicate if Revised Course will be ☒ Requirement for Major, or ☐ Elective Course

***For the following items, complete only those items being revised.**

Revised Course Prefix and Number:
     (See Course Designation Abbreviations in the Catalog for approved prefixes.)
Revised Course Title:
Revised Course Title Abbreviation (for student transcript; 30 character limit):
Revised Total Contact Hours: Revised Lecture Hours:
Revised Lab Hours: Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

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SOWK 7300 Advanced Practice with Individuals in Changing Communities   3-0-3

Prerequisites: SOWK 7310 and SOWK 7320 and admission to the program.   Practice models

compatible with the ecological systems perspectives and with skills for working with individuals.

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*
(box expands indefinitely)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The course title was approved and changed in the catalog last year. However, the change was not reflected either in Banner or Blazeview, so we are re-submitting the request for a change.   Now, the course will be taught in spring semester with no corequisites.

Assessment Plan: (box expands indefinitely)

n/a

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Approvals: (Print out for signatures & dates)

Dept. Head(s) _____ Date _____

Dean(s)/Director(s) _Matthew Ruddy_____ Date _2/22/2010_

College Exec. Comm. _____ Date _2/22/2010_

Graduate Exec. Comm. __Karla Hull_____ Date _3/1/10_

Academic Comm._____ Date _____

Indicate How Course will be Taught: Online

If course is online:

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online?less than 25%   *If

more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.

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Request for a Revised Course

Valdosta State University

Date of Submission: 2/12/2010 (mm/dd/yyyy)

Department Initiating Request: Division of Social Work

Faculty Member Requesting Revision: Dr. Michael Sanger

Current Course Prefix and Number: SOWK 7310   Current Credit Hours: 3

Current Course Title: Advanced Practice with Families in Changing Communities

Mark all that apply:

☒ Revised Title   ☐ Revised Course Number   ☐ Revised Credit Hours
☒ Revised Course Description   ☐ Other

Semester/Term/Year to be Effective: Fall 2010

Estimated Frequency of Course Offering: once a year

Indicate if Revised Course will be ☒ Requirement for Major, or ☐ Elective Course

***For the following items, complete only those items being revised.

Revised Course Prefix and Number:
     (See Course Designation Abbreviations in the Catalog for approved prefixes.)
Revised Course Title: Time limited Approaches to Multilevel Social Work Practice
Revised Course Title Abbreviation (for student transcript; 30 character limit): Time limited
Practice
Revised Total Contact Hours: Revised Lecture Hours:
Revised Lab Hours: Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

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Prerequisite: Admission to the program. Corequisite: SOWK 7320. Advanced seminar which provides

theories compatible with the ecological systems perspective in relation to multi-level work with

families at different levels of functioning and of diverse forms.

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*
(box expands indefinitely)

☒ Improving student learning outcomes: The course was restructured to better address the needs of students entering practice after graduation. Time limited therapy is being used with both families and individuals, and thus we have changed the focus of the course.

☒ Adopting current best practice(s) in field: See above

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

☐ Other:

Assessment Plan: (box expands indefinitely)

The effectiveness of this change will be measured through: 1) SOI ratings for this course, and 2)

changes in student scores on the annual POCO Map evalatuation, the Division's measure of achieving

program objectives.

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Approvals: (Print out for signatures & dates)

Dept. Head(s) _____ Date _____

Dean(s)/Director(s) _Kitty Rydaus PhD_ Date _2/22/2010_

College Exec. Comm. _2. Sr O_ Date _2/22/2010_

Graduate Exec. Comm. _Karla Hull_ Date _3/1/10_

Academic Comm._____ Date _____

Indicate How Course will be Taught: Online

If course is online:

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online?less than 25% ***If**

more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.

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Request for a Revised Course

Valdosta State University

Date of Submission: 2/18/2010 (mm/dd/yyyy)

Department Initiating Request: Social Work

Faculty Member Requesting Revision: Dr. Michael Sanger

Current Course Prefix and Number: SOWK 7320   Current Credit Hours: 3

Current Course Title: Advanced Practice in Organizations and Communities

Mark all that apply:

☒ Revised Title   ☐ Revised Course Number   ☐ Revised Credit Hours
☒ Revised Course Description   ☐ Other

Semester/Term/Year to be Effective: Fall 2010

Estimated Frequency of Course Offering: Each spring

Indicate if Revised Course will be ☒ Requirement for Major, or ☐ Elective Course

***For the following items, complete only those items being revised.**

Revised Course Prefix and Number:
     (See Course Designation Abbreviations in the Catalog for approved prefixes.)
Revised Course Title: Advanced Practice with Organizations and Communities
Revised Course Title Abbreviation (for student transcript; 30 character limit):
Revised Total Contact Hours: Revised Lecture Hours:
Revised Lab Hours: Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

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SOWK 7320 Advanced Practice with Organizations and Communities 3-0-3

Prerequisites: Admission to the Program. Corequisite: SOWK 7310. Advanced seminar which

provides applications of service management and planning principles and skills essential for social work

planners, administrators, supervisors, and program developers.

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*
(box expands indefinitely)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The course title was approved and changed in the catalog last year. However, the change was not reflected either in Banner or Blazeview, so we are re-submitting the request for a change.

Assessment Plan: (box expands indefinitely)

n/a

Approvals: (Print out for signatures & dates)

Dept. Head(s) _____   Date _____

Dean(s)/Director(s) _Mary Phillips PhD_____   Date _2/22/2010_____

College Exec. Comm. _____   Date _2/22/2010_____

Graduate Exec. Comm. _Hale Hull_____   Date _3/1/10_____

Academic Comm._____   Date _____

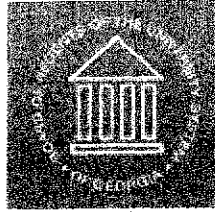Indicate How Course will be Taught: Online

If course is online:

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online?less than 25%   ***If**

more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.

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Reviewed
Grad Exe Cmte
2-25-10 KMHt

Information
Item for
Academic
Committee.

EXTERNAL DEGREE PROPOSAL FORM

If an institution seeks to offer a program externally, the form below must be used for submission of a program offered outside of the home campus including external face-to-face, online, videotape and DVD, or a combination of technologies thereof.

PROCEDURES
The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the breadth and depth of information sought in order to judge the merits of the proposal.

Date of Submission: January 5, 2010

Institution: Valdosta State University

College/School/Division: College of Arts & Sciences

Department: Sociology, Anthropology, and Criminal Justice

Degree: (please indicate whether this is a stand-alone degree): B.A. and M.S.

Major: Criminal Justice

CIP Code: 43.01

Proposed Start Date: Fall 2010

Proposed End Date (for example if this is only for a specific cohort for a limited period of time):

The President shall forward to the University System Chief Academic Officer & Executive Vice Chancellor and the Office of Academic Programs, information that addresses the following issues:

1. Description of the Delivery System

- Delivery of the program will be 100% online using existing online software (i.e., BlazeVIEW via BlackBoard) and identical to the face-to-face program. Course delivery will be primarily asynchronous; however, synchronous course meetings will be utilized as necessary. The program will not have variable locations or be offered off campus.

2. Assessment of Societal Need and Demand for Distance Education Delivery

- The online program will serve VSU's 41 county service region and be available to all Georgia residents throughout the state. A needs assessment has been conducted by VSU's Office of Strategic Research & Analysis.

- An online program in Criminal Justice marketed to current state employees such as those employed by the agencies listed in Table 2 could be beneficial. Georgia On My Line (GOML) currently offers one online bachelor's (Fort Valley) and one online master's (Albany) programs in Criminal Justice. However, VSU would be the first institution to offer both degrees completely online and the first regional university in USG to offer a bachelor's in Criminal Justice and a Master's in Criminal Justice degree online. Additionally, because of VSU's large service region, the program will be marketed to prospective students who are currently in the Criminal Justice field and looking to advance as well as prospective students looking to enter into the Criminal Justice field with no prior Criminal Justice experience.

- Table 1 displays the enrollment in VSU's face-to-face Criminal Justice program from Fall 2004- Fall 2008.

Table 1: VSU Criminal Justice Program Enrollment, Fall 2004 – Fall 2009

Major	Level	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Criminal Justice	Undergraduate	364	368	359	339	357	416
	Graduate	18	14	21	17	12	10
	Total	382	382	380	356	369	426

- Table 2 displays the number of criminal justice degrees the USG has conferred from fiscal year 2006-2008. The System has awarded 2,325 degrees during the past three fiscal years for an average of 775 degrees per year.

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Table 2: USG Degrees Conferred, 2006-2008

Program (CIP)	FY 2006		FY 2007		FY 2008		Total
	Bachelor	Master	Bachelor	Master	Bachelor	Master	
Criminal Justice/Law Enforcement Administration (43.0103)	43	6	35	4	33	3	124
Criminal Justice/Safety Studies (43.0104)	583	32	649	38	668	24	1994
Criminal Justice/Police Science (43.0107)	29	0	24	0	43	0	96
Corrections and Criminal Justice (43.0199)	41	0	28	0	42	0	111
	696	38	736	42	786	27	2325

Source: USG Degrees Conferred Report, FY 2006-2008, http://www.usg.edu/research/students/degrees/

- The potential candidates for an online criminal justice degree are current state employees working in a law enforcement field and city or county police departments. The number of current state employees by agency is shown in Table 3. Additional potential candidates are recent graduates of a bachelor's level criminal justice degree, shown in Table 2 above. Additionally, students from technical and two-year colleges that wish to transfer to earn a four-year degree will also be targeted as potential students for the program.

Table 3: State of Georgia Agency Employees, FY 2008

Department	Number
Public Safety	2,029
Correctional Industries Administration	166
Corrections	17,779
Drivers Services	954
Juvenile Justice	6,113
Pardons and Paroles	804
Total	27,845

Source: Open Georgia, www.open.georgia.gov, August 2009.

- VSU has 426 Criminal Justice majors (Fall 2009). The Department of Sociology, Anthropology, and Criminal Justice projects enrolling an additional 100 students within five years by offering all courses online, and 100 new students will generate positive net revenue for the University. VSU currently has a popular undergraduate Criminal Justice program, so maintaining the on-campus curriculum and adding an online track could prove to be beneficial.

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- As this program will be entirely online, it will be the only program of its kind offered at a regional university. The online format makes the program accessible to students whose work schedules would otherwise prevent them from attending traditional face to face courses, which is typical of the law enforcement field. Recent feedback from graduating students indicate that they are opting to attend graduate programs at private institutions who offer similar online programs rather than pursuing the traditional graduate program currently offered at VSU. Additionally, the Valdosta area is home to three Department of Corrections' facilities, increasing local demand for the program.

- Projected enrollment is 100 students (undergraduate). Projected enrollment is 25 students (graduate).

3. Readiness of the Institution to Offer the Program

    a. Institutional Mission and Relevance to Other Programmatic Offerings

    - The program fits within the USG Strategic Plan goals of ensuring academic excellence, increasing access and improving workforce development. The offering fits within the mission and strategic plan of VSU, which aligns with the USG Strategic Plan. VSU has been a leader in on-line education and is approved by its accreditor (SACS) to offer on-line programs at the bachelor's, master's, and doctoral levels As this program will be entirely online, it will be the only program of its kind offered at a regional university. The online format makes the program accessible to students whose work schedules would otherwise prevent them from attending traditional face to face courses.

    b. Faculty Inventory with Delivery Expertise

    - VSU employs six full-time Criminal Justice faculty and four part-time faculty. All full-time faculty have the subject matter knowledge and expertise to teach in the program. All part-time faculty have the subject matter knowledge and expertise to teach their assigned courses in the program. In addition, all full-time faculty have taught or are currently teaching using the technology that will be used in the online program.

    c. Facilities

    - Since the program is on-line, no additional facilities will be required for the program.

    d. Instructional Support

    - All students in off-campus programs are viewed as VSU students and therefore have online access to VSU's extensive learning resources, databases, and publications available online. VSU's Odum Library has online self-guided tutorials so that students can learn how to utilize the electronic resources. The faculty that teach the courses are available to answer students' questions before or after class and via email. VSU also offers a "Help Desk" for students and faculty to call when assistance is needed. The help desk is staffed days, evenings, and weekends. Odum Library contains the general and research collections of the University. The library collection contains over 482,617 print volumes, 1,100,808 units of microprint, and

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96,238 government documents. The library subscribes to about 2,788 print periodicals. Electronic subscriptions and databases are maintained locally and in Georgia Library Learning Online (GALILEO). In addition to printed materials, the library has extensive collections of audio-visual, graphic, and machine-readable materials. Odum Library is a Selective Depository of U.S. Government Documents and maintains an archive to preserve documents about the history of Valdosta State University and the South Georgia region. VSU's teaching faculty are experienced in using VSU's online resources. The Odum Library staff provide training to all faculty on the use of online resources. This training is offered both face-to-face and online. Complete statistics and holdings can be reviewed at the following web sites:
Odum Library: http://books.valdosta.edu and VSU Fact Books: http://www.valdosta.edu/sra/publications/index.htm

e. Student Services

- In addition to the online resources discussed in 3d (above) students will have email and phone access to all faculty members within the program. If students are residents within the service area of VSU, they have the opportunity to visit campus and meet personally with all faculty members within the program.

- The VSU IT Helpdesk offers technical support to all VSU students regardless of location (http://www.valdosta.edu/helpdesk/). Students in external programs have access to technical support through the VSU IT Helpdesk. Students may receive technical support via email, online help request, or telephone. The Helpdesk website provides links to step-by-step help, frequently asked questions, downloadable software, and computing guidelines. VSU provides students with Trend pc-Cillin antivirus software (registration codes available via the BlazeNet web portal). Additionally, technical support for Blackboard Vista is provided by the VSU Department of Distance Learning. The Vista@Valdosta State University website (http://www.valdosta.edu/distance/) provides students with Getting Started guides, solutions to common problems, and online help requests. This site also provides minimum technical requirements, browser diagnosis and tune-up, Java troubleshooting guide, userID assistance, and information on accessing the online Vista Tutorials provided by VSU.

- Disabilities Services for External Programs VSU is committed to providing accessible information and courses for students with disabilities. The VSU website includes text-only viewing options using Lift Assistive transcode to address compliance with Section 508 of the Americans with Disabilities Act (ADA) and the Web Content Accessibility Guidelines (WCAG). VSU has licensed Wimba Course Genie to enable faculty and staff to author web-based course content compliant with SENDA, W3C WAI and Section 508; Course Genie includes an Accessibility Checker, allowing authors to check their content for compliance prior to web publication. Additionally, VSU is piloting deployment of a quality assurance rubric and peer review process for online courses (Quality Matters) that includes application of national standards for accessible design of online courses. The Access Office for Students with Disabilities (Access Office) serves students, including students in external programs, who have documented disabilities, have met all of the VSU admission criteria, and are otherwise

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qualified. Students may contact the Access Office via telephone, email, fax, email, TTY, or videophone. Students voluntarily register with the program and their documentation must meet Board of Regents' criteria. The types of disabilities served include learning disabilities, attention deficit hyperactivity disorder, visual, hearing, mobility, psychiatric, and other health impairments. Services provided include tutoring, test proctoring, classroom modifications, adaptive technology, sign language interpreting, note taking, and assistance with campus accessibility. The Access Office strives to provide equal access for all students while upholding the academic standards of Valdosta State University.

    f. Cooperative Links with the Community

- This program will provide an opportunity for individuals within the VSU service regions to obtain a degree in criminal justice who might not otherwise be able to attend the university. Within the field of criminal justice, current practitioners are often times working, training, or otherwise not able to attend a face-to-face class at specific times of the day. This program will provide a valuable link for those practitioners and professionals to work within a less rigid academic environment while obtaining an academically rigorous program. This program will thus provide an opportunity to increase the level of competency among practitioners and professionals in the field.

- The program will also provide an opportunity to make invaluable contacts within the community with practitioners and professional in the field with whom contact might not otherwise be made for such outreach as internships, guest speakers, research and collaborative efforts, as well as the opportunity to increase the reach and exposure of VSU.

    g. Accreditation and Legal Issues

- The institution is approved for face to face course offerings and is authorized to offer online programs. The SACS Liaison has been notified of the intent to offer an external program in Criminal Justice and is working with the department to prepare the necessary notification to SACS.

4. Recruitment and Admission of Students

- Admission and residency standards for the program will be exactly the same as face-to-face programs.

5. Curriculum

- The academic standards, curriculum, rigor, student learning outcomes, and assessments are exactly the same as the face-to-face program.

6. Consistency with <u>Principles of Good Practice</u>

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- VSU adheres to the SACS *Principles of Good Practice*. Regardless of delivery format, all course content is reviewed at the academic program level for consistency and adherence to student learning outcomes for the degree program. Academic standards for all courses and programs offered externally maintain the same academic rigor as those for traditional courses and programs. Administrative oversight to ensure the quality of external programs is conducted in the same manner as for on-campus programs. Through the office of Academic Affairs, the Provost and Vice President for Academic Affairs has responsibility for maintaining the academic standards of the University; coordinating the institution's educational programs, research activities, and service projects; supervising the work of the academic deans and directors; enhancing the quality of instruction, research, and service; and maintaining an appropriate educational environment. Finally, the VPAA monitors grade reports for external courses. Content and outcomes for all programs, including external programs, are aligned with the standards of appropriate accrediting bodies. As an institution accredited by the Southern Association of Colleges and Schools (SACS), VSU complies with the standards, polices, and procedures of the Commission on Colleges, ensuring the appropriateness of educational content and student outcomes. The institution identifies expected outcomes for its educational programs and assesses whether they achieve these outcomes.

7. Fiscal Implications of the Program

- Tuition and state appropriations received from additional student enrollment from the online program will be sufficient to cover costs associated with the online program. The Criminal Justice Program was successful in obtaining an institutional award to conduct a needs assessment and transfer face-to-face coursework for an online course, thus preparing the program for success. No additional funding will be needed.

8. Assessment

- The online programs will undergo the same assessments as the face to face program (see section 5), which includes:
    o Comprehensive Program Review
    o Annual assessment through the University Assessment Committee
- The Provost reviews theses document to monitor the effectiveness of the program.

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REQUEST FOR A REVISED COURSE
Valdosta State University

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

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Honors Program	Ofelia Nikolova

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

HONS 4000 Honors Independent Study

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

Current:	**Requested:**
Course Prefix and Number: HONS 4000	Course Prefix and Number: no change
Credit Hours: 1-3	Credit Hours: no change
Course Title: Honors Independent Study	Course Title: no change
	Prerequisites: no change
Prerequisites: HONS 1990 and approval of the Honors Director.	Co-requisites: no change
Co-requisites: n/a	Course Description: Directed studies or guided research in a selected area for Honors students. May be repeated for credit.
Course Description: -	

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Spring 2010	as needed

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: Students will be able to pursue research which may take more than one semester to be completed.

☐ Adopting current best practice(s) in field:

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

☐ Other:

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Plans for assessing the effectiveness of the course: Value of the research produced and research skills demonstrated as estimated by scholars in the specific discipline and sanctioned by acceptance for conference presentation, publication, and/or application in the field.

Approvals:	
Dept. Head: *Ofe~ Nikol~*	Date: *11-09-09*
College/Division Exec. Comm.: *Cnnu Richard*	Date: *2/3/10*
Dean/Director: *Cnnu Richard*	Date: *2/3/10*
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Indicate area of change (by typing an 'X'):

___ Core Curriculum (Area A,B,C,D,E,F):
__x__ Senior Curriculum
___ Graduate Program
___ Other [   ]   Current Catalog page number [160-162]

Effective Date for Curriculum change [August] [2010]
                                       (month)   (year)

Degree & Program Name [B.A.] [Philosophy and Religious Studies]
(e.g., BFA, Art)

Present Requirements or Present Outcomes & Assessments	Proposed Requirements or Proposed Outcomes & Assessments (Show changes in BOLD)

Selected Educational Outcomes (Philosophy Track)

1. To encourage an understanding of central issues, topics and philosophers in the history of philosophy, from the ancient to the modern periods.
2. To develop students' abilities to think, write, and speak critically and logically.
3. To enable students to challenge their own ideas and to develop self-understanding in the context of a diverse range of ideas which inform contemporary controversies and social conflict.
4. To enable students to engage in independent philosophical research, and to be responsible for communicating their understanding of the issues researched and developed, including a working familiarity with current research methods.

Selected Educational Outcomes (Religious Studies Track)

1. To encourage an understanding of the world's religious traditions and their influence on values, norms, and public policies.
2. To develop students' critical and analytical skills and their abilities to articulate clearly an attention to multiple religious perspectives.
3. To enable students to challenge their own ideas and to develop self-understanding in the context of diverse ideas that inform contemporary controversies and social conflict.
4. To enable students to engage in independent research, to increase their sense of problem and to communicate their understanding of the issues researched and developed in the context of current theories and research methods in the discipline.

Examples of Outcome Assessments (Philosophy and Religious Studies Track)

1. The on-going evaluation of student examinations and research papers and reports of other scholarly activities outside of the classroom.
2. Exit questionnaires to be administered to each student completing work for the major.
3. Surveys of graduates of the program to assess the relevancy of the program to their current work and their suggestions for refinements.
4. The use of university or external data that may become available to assess the quality of the program and the performance of its graduates.

Selected Educational Outcomes (Philosophy Track)

1. To **explain** and **analyze** central issues, topics, and philosophers in the history of philosophy, from the ancient to the modern periods.
2. To **write and speak critically and logically, applying various theories to specific cases and examples.**
3. To **explain their own value system, evaluating their values** in the context of a diverse range of ideas which inform contemporary controversies and social conflict.
4. To **create** independent philosophical research, **synthesizing a variety of sources including traditional primary philosophical texts and secondary source commentaries.**
5. **To demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.**

Selected Educational Outcomes (Religious Studies Track)

1. To **explain and interpret** the world's religious traditions and their influence on values, norms, and public policies.
2. To **apply** critical and analytical skills **in analyzing** multiple religious perspectives.
3. To **identify and evaluate** their self-understanding in the context of diverse ideas that inform contemporary controversies and social conflict.
4. To **create** independent research, **synthesizing sources including sacred texts, religious autobiographies, and other secondary sources.**
5. **To demonstrate a working familiarity with current research methods, citation styles, and presentation techniques.**

Examples of Outcome Assessments (Philosophy Track and Religious Studies Track)

1. The on-going evaluation of student examinations and research papers **using rubrics, comparing quantitative data over time.**
2. Exit **surveys** to be administered to each student completing work for the major.
3. **Exit examinations administered during the senior Metaphilosophy/Religious Studies Capstone combined course.**
4. Surveys of **major alumni** to assess the relevancy of the program to their current work and their suggestions for refinements.
5. The use of university or external data that may become available to assess the quality of the program and the performance of graduates.

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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 supporting data:
>
> ☒   Improve student learning outcomes: We are rewriting the learning outcomes to make them more measureable.
>
> ☐   Adopting current best practice(s) in field:
>
> ☐   Meeting mandates of state/federal/outside accrediting agencies:
>
> ☐   Other:

Assessment:

> 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 scored for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

		Date	
Department Head(s)	*Fred Downing*	Date	1/8/10
Dean(s)/Director(s)	*Connie Richards*	Date	2/4/10
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

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

Area of Change: ☒ Core   ☐ Senior   ☐ Graduate

Current Catalogue Page Number: p.149	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2011

Degree and Program Name: B.A. in Mathematics

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Additional Requirements and Notes	Additional Requirements and Notes
1. The foreign language courses in area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum. 2. If taken, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, and CS 1301.	1. The foreign language courses in area F must meet Arts and Sciences guidelines for the B.A. degree; furthermore, these courses, along with an additional language course either in Area C or in Electives, must constitute a 3-course sequence in any foreign language. Minimum acceptable grades in the language courses are the same as minimum acceptable grades in the Core Curriculum. 2. If taken, a grade of "C" or better is required in MATH 1111, MATH 1112, MATH 1113, MATH 2150, MATH 2261, MATH 2262, MATH 2263, CS 1010, CS 1301, and CS 1340.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other - Correction of mistake in catalog.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: *Mylan Redfern*	Date: 1/19/2010
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): *Connie Redmond*	Date: 2/15/10
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Area of Change:	☐ Core	☒ Senior	☐ Graduate

Current Catalogue Page Number: p. 145	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2011

Degree and Program Name: B.S. in Computer Science

Present Requirements:	Proposed Requirements: (highlight changes after printing)
Selected Educational Outcomes	Selected Educational Outcomes
1. Students will adopt or create appropriate data structures and apply correct and efficient algorithms to write iterative and recursive programs using appropriate programming languages on different programming IDEs and across different programming platforms	1. Students will design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
2. Students will work in teams, following modern software engineering principles, to develop and present software systems.	2. Students will demonstrate ability to use current techniques, skills, and tools necessary for computing practice.
3. Students will solve problems requiring that they analyze computer problems and optimize software design using their knowledge in computer organization and operating systems, including data representation, digital logic, hardware and instruction set design, multi-tasking, concurrency, memory management, and process synchronization.	3. Student will apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

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 - ABET Curriculum Guidelines

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Department Head: *Mylan Redfern*	Date: *1/19/10*
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): *Connie Richard*	Date: *2/15/10*
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change:	☐ Core	☒ Senior	☐ Graduate

Current Catalogue Page Number: p.147	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2011

Degree and Program Name: B.S. in Computer Information Systems

Present Requirements:	Proposed Requirements: (highlight changes after printing)
Selected Educational Outcomes 1. Students will analyze case studies and solve problems requiring that they assess hardware, software, and networking needs for information processing in the corporate environment. 2. Students will do projects requiring that they apply their knowledge in accounting, marketing, and management to the design, development, and maintenance of information systems. 3. Students will use their skills in data structures, program design, and algorithm analysis to solve information system problems through programming, system configuration, and system simulation.	Selected Educational Outcomes 1. Students will design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs. 2. Students will demonstrate ability to use current techniques, skills, and tools necessary for computing practice. 3. Students will demonstrate an understanding of processes that support the delivery and management of information systems within a specific application environment.

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 - ABET Curriculum Guidelines

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: *Mylan Redfern*	Date: *1/19/10*
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): *Annie Richard*	Date: *2/15/10*
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 30/09/2009 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Timothy J. Fort
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3460	**Proposed New Course Title:** Human Physiology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Human Physiology
Semester/Year to be Effective: Spring 2010	**Estimated Frequency of Course Offering:** Yearly

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: BIOL 3250 and CHEM 1212/1212L or permission of instructor. Human physiological principles, from cells to systems, with emphasis on the regulation and integration of organ systems.

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:

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

(1) Collect and analyze physiological data, and present the results and conclusions in written format. (2) Demonstrate an understanding of the cellular basis of physiology. (3) Relate the functioning of individual organ systems to the overall functioning of the human body. (4) Demonstrate competency in factual content / interpretation of the major areas of human physiology. These objectives support in part the Department of Biology Educational Outcomes #'s 1, 3 and the Valdosta State University General Educational Outcomes #'s 3, 4, 5, 7.

☐ Adopting current best practice(s) in field:

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

☒ Other: -There is currently no upper-division human physiology course offered for Biology majors. This course would help address the needs of biology students on pre-medical and allied health tracks. An upper-division course in human physiology is frequently requested on student exit surveys.

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Plans for assessing the effectiveness of the course:

3 Lecture Exams	@ 100 points each	: 300	points
1 Cumulative Final		: 200	points
Physiological Situations Assignment		: 100	points
Laboratory Data Assignments		: 75	points
Lab Notebook		: 50	points
Lab Report		: 75	points
	TOTAL	: 800	points

- All assignments will be set during lab periods.

- You will generally have 1 week to complete the assignment.

- Any assigned work submitted late will NOT be graded.

- Make up examinations will only be given if an acceptable documented reason (determined by the instructor) is provided.

- Requirements for the lab notebook and lab report will be explained during the semester.

- Lecture Exams: Question styles will vary depending on the topics being examined and may include (but are not limited to), multiple choice, fill in the blank, diagrams, short answer and essays.

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

Approvals:	
Dept. Head: *[signature]*	Date: *1-5-09*
College/Division Exec. Comm.: *[signature] Carrie Richards*	Date: *2/3/10*
Dean/Director: *[signature] Carrie Richards*	Date: *2/3/10*
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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BIOL 3460
Credit Hours 3-3-4

HUMAN PHYSIOLOGY
Department of Biology

Instructor: Dr. Timothy J. Fort
Phone: (229) 249-2643
Office Hours: TBA
Lecture: TBA
Laboratory: TBA

Office: BC 1100
Email: tjfort@valdosta.edu

Textbook: Vander's Human Physiology, the mechanisms of body function. 11th Edition
Widmar, E.P., Raff, H. and Strang, K.T.

Course Description: Human physiological principles from cells to systems with emphasis on the regulation and integration of organ systems.

Prerequisites: BIOL 3250 and CHEM1212/1212L or permission of instructor.

Course Objectives: By the end of this course, students will be expected to:
(1) Collect and analyze physiological data, and present the results and conclusions in written format.
(2) Demonstrate an understanding of the cellular basis of physiology.
(3) Relate the functioning of individual organ systems to the overall functioning of the human body.
(4) Demonstrate competency in factual content / interpretation of the major areas of human physiology.
These objectives support in part the Department of Biology Educational Outcomes #'s 1, 3 and the Valdosta State University General Educational Outcomes #'s 3, 4, 5, 7.

Attendance: Attendance of lectures is expected of all students. Attendance of laboratory classes is mandatory. Any student missing 2 scheduled laboratory classes, without an acceptable documented reason (determined by the instructor) will receive a failing grade for the course. Student attendance of classes will be recorded.

Conduct: Students are expected to arrive on time and behave with respect in both lectures and laboratories. Students should not talk during lectures, but questions are encouraged. Use of cell phones during lectures and laboratories is not permitted. Cell phones must be turned off during lectures and laboratories. If your cell phone activates during a lecture you will be asked to leave. If your cell phone activates during an exam you will be asked to leave and receive 0% for that exam.

Cheating / Plagiarism: Please refer to the Student Code of Ethics in the Valdosta State University Student Handbook. Any student caught cheating will be penalized, ranging from receiving a zero for that assignment or test, to failure and expulsion from the course. Please refer to the Valdosta State University, Department of Biology Plagiarism Policy.

Students with Documented Disabilities: Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

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

Assessment:

3 Lecture Exams	@ 100 points each	: 300	points
1 Cumulative Final		: 200	points
Physiological Situations Assignment		: 100	points
Laboratory Data Assignments		: 75	points
Lab Notebook		: 50	points
Lab Report		: 75	points
	TOTAL	: 800	points

- All assignments will be set during lab periods.
- You will generally have 1 week to complete the assignment.
- Any assigned work submitted late will NOT be graded.
- Make up examinations will only be given if an acceptable documented reason (determined by the instructor) is provided.
- Requirements for the lab notebook and lab report will be explained during the semester.
- Lecture Exams: Question styles will vary depending on the topics being examined and may include (but are not limited to), multiple choice, fill in the blank, diagrams, short answer and essays.

Tentative Lecture Schedule

WEEK	Topic		Chapter
1	Introduction / Homeostasis / Cells		1, 3
1	Proteins / Enzymes / Metabolism		3
2	Metabolism		3
2	Movement of Molecules / Chemical Messengers		4,5
3	Neurons / Action Potentials / Synapses		6
3	Nervous System and Sensory Physiology		6, 7
4	Sensory Physiology		7
4	Brain		8
5	**Exam #1**		
5	Muscle Physiology	**Lab Notebook (5pm)**	9
6	Muscle Physiology		9,10
6	Muscle and Movement		10
7	Endocrine System		11
7	Endocrine System		11
8	Cardiovascular System		12
8	Cardiovascular System	**MID TERM**	12
9	Cardiovascular System		12
9	**Exam #2**		
10	Respiratory System		13
10	Respiratory System	**Lab Notebook (5pm)**	13
11	Renal System		14
11	Renal System		14
12	Renal and Gastrointestinal Systems		14, 15
12	Gastrointestinal System		15
13	**Exam #3**		
13	Energy Balance		16
14	Reproductive Physiology	**Physiological Situations Assignment (5pm)**	17
14	Reproductive Physiology		17
15	Immune System	**Lab Report (5pm)**	18
15	Immune System	**Lab Notebook (5pm)**	18
16	**FINAL EXAM: 10.15am – 12.15pm**		

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Tentative Laboratory Schedule

WEEK	Topic
1	No Lab
2	Introduction and Data Analysis
3	Digestion
4	Reaction Times and Reflexes
5	Nerve Conduction
6	Frog Sciatic Nerve
7	EMG and EOG
8	Finger Twitch
9	Frog Sciatic Nerve – Gastrocnemius Muscle
10	Pulmonary Function
11	ECG (part 1)
12	ECG (part 2) and Pulse
13	Blood Pressure
14	Galvanic Skin Response and Polygraphs
15	Frog Heart

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 30/09/2009 (mm/dd/yyyy)

Department Initiating Request:	**Faculty Member Requesting:**
Biology	Timothy J. Fort

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 5460	**Proposed New Course Title:** Human Physiology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Human Physiology

Semester/Year to be Effective: Spring 2010	**Estimated Frequency of Course Offering:** Yearly

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Admission into the graduate program or permission of instructor. Human physiological principles, from cells to systems, with emphasis on the regulation and integration of organ systems.

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:

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

(1) Collect and analyze physiological data, and present the results and conclusions in written format. (2) Demonstrate an understanding of the cellular basis of physiology. (3) Relate the functioning of individual organ systems to the overall functioning of the human body. (4) Demonstrate competency in factual content / interpretation of the major areas of human physiology. These objectives support in part the Department of Biology Educational Outcomes # 1 and the Valdosta State University General Educational Outcomes #'s 3, 4, 5, 7.

☐ Adopting current best practice(s) in field:

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

☒ Other: -There is currently no graduate level human physiology course offered in the Biology department. This course would help address the needs of biology students on pre-medical and allied health tracks.

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Plans for assessing the effectiveness of the course:

3 Lecture Exams	@ 100 points each		: 300	points
1 Cumulative Final			: 200	points
2 Physiological Situations Assignments @ 100 points each			: 200	points
Laboratory Data Assignments			: 50	points
Lab Notebook			: 50	points
2 Lab Reports	@ 75 points each		: 150	points
		TOTAL	: 950	points

- All assignments will be set during lab periods and you will have 1 week to complete the assignment.

- Any assigned work submitted late will NOT be graded.

- Make up examinations will only be given if an acceptable documented reason (determined by the instructor) is provided.

- Requirements for the lab notebook and lab reports will be explained during the semester.

- As part of the Physiological Situations Assignment (#2) you will be required to submit an extensive literature review on one of the situations. Details will be explained at the time the assignment is set.

- For Lab Report (#2) in conjunction with the written report you will be required to give a 15 minute oral presentation.

- Lecture Exams: Question styles will vary depending on the topics being examined and may include (but are not limited to), multiple choice, fill in the blank, diagrams, short answer and essays.

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

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Approvals:	
Dept. Head: *Reb J Genn*	Date: *11-9-05*
College/Division Exec. Comm.: *Connie Richards*	Date: *2/3/10*
Dean/Director: *Connie Richards*	Date: *2/3/10*
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course): *Rel Hue*	Date *2/27/10*
Academic Committee:	Date:

Form last updated: August 6, 2009

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BIOL 5460
Credit Hours 3-3-4

HUMAN PHYSIOLOGY
Department of Biology

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

Textbook: Vander's Human Physiology, the mechanisms of body function. 11th Edition Widmar, E.P., Raff, H. and Strang, K.T.

Course Description: Human physiological principles from cells to systems with emphasis on the regulation and integration of organ systems.

Prerequisites: Admission into the graduate program or permission of instructor.

Course Objectives: By the end of this course, students will be expected to:
(1) Collect and analyze physiological data, and present the results and conclusions in written format.
(2) Demonstrate an understanding of the cellular basis of physiology.
(3) Relate the functioning of individual organ systems to the overall functioning of the human body.
(4) Demonstrate competency in factual content / interpretation of the major areas of human physiology.
These objectives support in part the Department of Biology Educational Outcomes # 1 and the Valdosta State University General Educational Outcomes #'s 3, 4, 5, 7.

Attendance: Attendance of lectures is expected of all students. Attendance of laboratory classes is mandatory. Any student missing 2 scheduled laboratory classes, without an acceptable documented reason (determined by the instructor) will receive a failing grade for the course. Student attendance of classes will be recorded.

Conduct: Students are expected to arrive on time and behave with respect in both lectures and laboratories. Students should not talk during lectures, but questions are encouraged. Use of cell phones during lectures and laboratories is not permitted. Cell phones must be turned off during lectures and laboratories. If your cell phone activates during a lecture you will be asked to leave. If your cell phone activates during an exam you will be asked to leave and receive 0% for that exam.

Cheating / Plagiarism: Please refer to the Student Code of Ethics in the Valdosta State University Student Handbook. Any student caught cheating will be penalized, ranging from receiving a zero for that assignment or test, to failure and expulsion from the course. Please refer to the Valdosta State University, Department of Biology Plagiarism Policy.

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

Assessment:

3 Lecture Exams	@ 100 points each		: 300	points
1 Cumulative Final			: 200	points
2 Physiological Situations Assignments @ 100 points each			: 200	points
Laboratory Data Assignments			: 50	points
Lab Notebook			: 50	points
2 Lab Report	@ 75 points each		: 150	points
		TOTAL	: 950	points

- All assignments will be set during lab periods and you will have 1 week to complete the assignment.
- Any assigned work submitted late will NOT be graded.
- Make up examinations will only be given if an acceptable documented reason (determined by the instructor) is provided.
- Requirements for the lab notebook and lab reports will be explained during the semester.
- As part of the Physiological Situations Assignment (#2) you will be required to submit an extensive literature review on one of the situations. Details will be explained at the time the assignment is set.
- For Lab Report (#2) in conjunction with the written report you will be required to give a 15 minute oral presentation.
- Lecture Exams: Question styles will vary depending on the topics being examined and may include (but are not limited to), multiple choice, fill in the blank, diagrams, short answer and essays.

Tentative Lecture Schedule

WEEK	Topic	Chapter
1	Introduction / Homeostasis / Cells	1, 3
1	Proteins / Enzymes / Metabolism	3
2	Metabolism	3
2	Movement of Molecules / Chemical Messengers	4,5
3	Neurons / Action Potentials / Synapses	6
3	Nervous System and Sensory Physiology	6, 7
4	Sensory Physiology	7
4	Brain	8
5	**Exam #1**	
5	Muscle Physiology **Lab Notebook (5pm)**	9
6	Muscle Physiology	9,10
6	Muscle and Movement	10
7	Endocrine System	11
7	Endocrine System	11
8	Cardiovascular System **Physiological Situations Assignment (5pm)**	12
8	Cardiovascular System **MID TERM**	12
9	Cardiovascular System	12
9	**Exam #2** **Lab Report (5pm)**	
10	Respiratory System	13
10	Respiratory System **Lab Notebook (5pm)**	13
11	Renal System	14
11	Renal System	14
12	Renal and Gastrointestinal Systems	14, 15
12	Gastrointestinal System	15
13	**Exam #3**	
13	Energy Balance	16
14	Reproductive Physiology **Physiological Situations Assignment (5pm)**	17
14	Reproductive Physiology	17
15	Immune System **Lab Report (5pm)**	18
15	Immune System **Lab Notebook (5pm)**	18
16	**FINAL EXAM: 10.15am – 12.15pm**	

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Tentative Laboratory Schedule

WEEK	Topic
1	No Lab
2	Introduction and Data Analysis
3	Digestion
4	Reaction Times and Reflexes
5	Nerve Conduction
6	Frog Sciatic Nerve
7	EMG and EOG
8	Finger Twitch
9	Frog Sciatic Nerve – Gastrocnemius Muscle
10	Pulmonary Function
11	ECG (part 1)
12	ECG (part 2) and Pulse
13	Blood Pressure
14	Galvanic Skin Response and Polygraphs
15	Frog Heart

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/06/2009 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Dr. J. Mitchell Lockhart
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3970	**Proposed New Course Title:** Wildlife Diseases **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Wildlife Diseases
Semester/Year to be Effective: Fall, 2010	**Estimated Frequency of Course Offering:** Alternate years

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: BIOL 3250 or consent of instructor. An introduction to the field of wildlife disease biology. Topics examined will include specific avian, mammalian, reptile, and amphibian diseases as well as methods to survey for, recognize, and diagnose diseases. Information concerning biosafety, biosecurity, proper permitting, and working with the public will be presented.

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: There currently are no courses at Valdosta State University available to students who wish to study wildlife diseases. This is the second part of a two course area of concentration (wildlife biology is part one) that provides students a foundation in wildlife topics. This course aims to provide students with an introduction to wildlife diseases and is for students who intend to pursue employment in wildlife related fields and who may wish to pursue postgraduate education or research in wildlife biology.

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Plans for assessing the effectiveness of the course:

Assessment: Students will be assessed through participation and assignments (10%), three lecture exams (20% each), and a comprehensive final exam (30%). Questions will be based on material covered in lecture, in my notes, and from assigned readings. Exam questions will be in a variety of formats including (but not limited to) essay, short answer, multiple choice, fill in the blank, drawings, etc...Any questions concerning grading should be brought to the attention of the professor NO LATER than one week following return of the exam. NO make-up exams will be given. Grade Scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

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

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Approvals:	
Dept. Head: _[signature]_	Date: _11-4 0[?]_
College/Division Exec. Comm.: _[signature]_	Date: _2/3/10_
Dean/Director: _[signature]_	Date: _2/3/10_
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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BIOL 3970 - Wildlife Diseases
XXXXX Semester, 2010
Instructor - Dr. J. Mitchell Lockhart
Office – Biology/Chemistry Building, Room 2029
    Phone: 333-5767 / 333-5759
    Email: jmlockha@valdosta.edu
Office Hours: As posted or by appointment
Course hours: Lecture – To be determined/preference for Tuesday-Thursday
Textbook – *Field Manual of Wildlife Diseases in the Southeastern United States, Third Edition*, William R. Davidson (**required**), *Field Manual of Wildlife Disease – General Field Procedures and Diseases of Birds*, National Wildlife Health Center (**required** – free online at http://www.nwhc.usgs.gov/publications/field_manual/). Various other readings will be provided.
Course Description: An introduction to the field of wildlife disease biology. Topics examined will include specific avian, mammalian, reptile, and amphibian diseases as well as methods to survey for, recognize, and diagnose diseases. Information concerning biosafety, biosecurity, proper permitting, and working with the public will be presented.
Prerequisites: BIOL 3250 or consent of instructor.
Attendance: MANDATORY! I do keep track of who is and isn't attending lecture and laboratory. Any student disrupting the classroom and affecting the learning experience of others will be asked to leave. Along these lines, **NO** cell-phones, beepers, and/or associated earpieces are allowed either in the lecture room or laboratory. My policy is not to give a warning, rather, if a cell-phone or beeper activates during lecture/laboratory, I pursue **permanent** removal of the individual from my class. Viewing a cell-phone or pager that activates on "silent" mode during a quiz or exam will be treated as an instance of **CHEATING** and handled accordingly. Those wishing to utilize laptop computers <u>as part of the class</u> are required to sit in the first 3 rows of the classroom.
Students With Documented Disabilities: Students requiring accommodations or modifications because of documented disabilities should discuss this need with Dr. Lockhart at the beginning of the semester. Students not registered with the Special Services Program must contact the Access Office for Students with Disabilities. Their phone number is 245-2498.
Assessment:

	Undergraduate	Graduate
Participation/Assignments	10%	5%
Exam 1	20%	15%
Exam 2	20%	15%
Exam 3	20%	15%
Oral Exam	X	10%
Class Discussion	X	10%
Comprehensive Final Exam	30%	30%

    For the lecture grade, three exams (tentative) plus a comprehensive final will be given. Questions will be based on material covered in lecture, in my notes, and from assigned readings. Exam questions will be in a variety of formats including (but not limited to) essay, short answer, multiple choice, fill in the blank, drawings, etc...Any questions concerning grading should be brought to the attention of the professor **NO LATER** than one week following return of the exam. **NO make-up exams will be given.**
    Grade Scale: **90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F**
Specific requirement differences for graduate students: Graduate students in Wildlife Diseases will be required to lead an in-class discussion over a topic to-be-chosen by the instructor. Students will also be required to take an oral exam over specific diseases at the end of the semester.
Privacy Act: Because of the Buckley Amendment or Privacy Act, grades will not be discussed over the phone, via email, given to friends, or given to relatives. Final grades will be posted, only at your request, under an anonymous 6 digit number which you choose later in the semester.
Cheating: Refer to the Student Code of Ethics in the Valdosta State University Student Handbook. A student caught cheating will be penalized ranging from receiving a zero for that assignment or test to failing the class.

Important Dates: Midterm – To be determined, Final Exam – To be determined

- The Professor reserves the right to modify the above contents with proper notification.

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Course Outcomes/Assessments

1. To understand the diversity of wildlife diseases
2. To understand epidemiological, ecological, and social factors that underlie the emergence and spread of selected wildlife diseases.
3. To learn potential strategies for surveillance and management of wildlife health.

Assessments for this course will include reading of scientific literature, written exams, various assignments, and classroom literature presentations.

General Education Outcomes/Assessments

This course will help students achieve four of the general education outcomes for Valdosta State University:

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

4. Students will express themselves clearly, logically. and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.

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

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

Tentative Lecture Outline:

Introduction
Disease transmission in natural populations
Field techniques for investigation of wildlife diseases
Diagnostic and Laboratory techniques for investigation of wildlife diseases
Specific Disease Lists
    Avian

        Cholera, Tuberculosis, Salmonellosis, Chlamydiosis, Mycoplasmosis, Miscellaneous
        Bacterial Diseases, Aspergillosis, Candidiasis, Miscellaneous Fungal Diseases, Duck
        Plague, Inclusion Body Disease of Cranes, Miscellaneous Herpesviruses of Birds, Avian
        Pox, EEE, Newcastle Disease, Avian Influenze, Woodcock Reovirus, Hemosporidiosis,
        Trichomoniasis, Intestinal and Renal Coccidiosis, Sarcocystis, Eustrongylidosis,
        Trancheal Worms, Heartworm, Gizzard Worm, Acanthocephaliasis, Nasal Leeches,
        Miscellaneous Parasitic Diseases, Algal Toxins, Mycotoxins, Avian Botulism,
        Organophosphorus and Carbamate Pesticides, Chlorinated Hydrocarbons, PCBs, Oil,
        Lead, Selenium, Mercury, Cyanide, Salt, Barbiturates, Miscellaneous Chemical Toxins,
        Electrocution

    Mammalian
        Deer

            Hemorrhagic Disease, Cutaneous Fibroma, Miscellaneous Viral Diseases,
            Anthrax, Dermatophilosis, Brain Abscess, Miscellaneous Bacterial and
            Rickettsial Diseases, Toxoplasmosis, Liver Fluke, Lungworm, Stomach Worm,
            Meningeal Worm, Arterial Worm, Abdominal Worm (*Setaria*), Tapeworm,
            Ecto's – Ticks, Louse Flies, Lice, Ear Mite, Demodectic Mange,   Piebald
            Anomaly, Capture Myopathy

        Elk

            Infectious Diseases, Parasitic Diseases

        Swine

            Pseudorabies, Vesicular Stomatitis Virus, Swine Brucellosis, Tuberculosis,
            Lungworms, Kidney Worm, Liver Flukes, Acanthocephalans, Ascarids,
            Trichinosis, Hog Lice

        Black Bear

            Rabies, Canine Distemper Virus, Trichinosis, Canine Heartworm, *Spirometra*,
            Ascarids, Demodectic Mange

        Raccoon

            Rabies, CDV, Parvovirus, Tularemia, Leptospirosis, *Trypanosoma*, *Spirometra*,
            Baylisascaris, *Dracunculus*, Stomach Worms, Acanthocephala

        Striped Skunk

            Rabies, Canine Distemper Virus, Leptospirosis, Ascarids

        Red Fox

            Rabies, Canine Distemper Virus, Leptospirosis, *Echinococcus*, Canine
            Heartworm, Subcutaneous Worm, Sarcoptic mange

        Gray Fox

            Canine Distemper Virus, Rabies, Leptospirosis, Heartworm

        Coyote

            CDV, Parvovirus, Rabies, Brucellosis, *Echinococcus*, Heartworm

        Bobcat

            Feline Panleukopenia, Rabies, Toxoplasmosis, Cytauxzoonosis, *Spirometra*

        Opossum

            Rabies, Leptospirosis, Sarcocystis, Besnoitia, Stomach Worm

        Mink

            Mink Virus Enteritis, Dioctophyme

        River Otter

            CDV, Salmonellosis, Subcutaneous worm

        Muskrat

Tularemia, Tyzzer's Disease

Beaver

Tularemia, *Giardia*

Cottontail Rabbit

Shope's Fibroma, Tularemia, Staphylococcosis, Tapeworm, Ascarid, Warbles

Gray Squirrel

Squirrel Fibroma, Warbles, Miscellaneous Skin Conditions - Congenital Alopecia, Dermatophytoses, Notedric Mange, Louse

Woodchuck

Woodchuck Hepatitis, Rabies, Ascarids

Armadillo

Leprosy

Others

Chronic Wasting Disease, Cervid Adenovirus Infection, Malignant Catarrhal Fever, Brucellosis, Bovine Tuberculosis, Johne's Disease, Anaplasmosis, Elaphostrongylosis

Working with zoonotic disease/biosafety considerations
Permits and paperwork for wildlife disease investigations
Working with stakeholders
Foreign Animal Diseases

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/01/09 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Gretchen K. Bielmyer
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 4710	**Proposed New Course Title:** Aquatic Toxicology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Aquatic Toxicology
Semester/Year to be Effective: Summer 2010	**Estimated Frequency of Course Offering:** Yearly

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Prerequisites: BIOL 1107, BIOL 1108, BIOL 3200, BIOL 3250, CHEM 1211/1211L and CHEM 1212/1212L or permission of the instructor.

Course description: An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, with approved EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.

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

☒ Improving student learning outcomes: This course will examine toxicants in aquatic environments and will help the students express themselves clearly, logically and precisely in writing and in speaking (Gen Ed Outcome 1). The proposed course will also help students demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices (Gen Ed Outcome 2), as well as interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these sytems and the environment (BIO Learning Outcome 5).

☒ Adopting current best practice(s) in field: Toxicology integrates biology, chemistry and other scientific disciplines and demonstrates a practical application of this knowledge. Students will gain the opportunity to use their acquired knowledge to better understand the interactions between toxicants and the environment.

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☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
☒ Other: This course will be offerred as an elective to fufill course requirements for an Environmental Studies minor.

Plans for assessing the effectiveness of the course:

Assessments:

4 Exams

1 Oral presentation

Journal Article Assessments and Participation

Laboratory Reports and Assignments

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

Approvals:	
Dept. Head: _Reh & Gamon_	Date: _11-10 09_
College/Division Exec. Comm.: _Connie Richards_	Date: _2/3/10_
Dean/Director: _Connie Richards_	Date: _2/3/10_
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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BIOL 4710: Aquatic Toxicology (4 credits)

Instructor: Dr. Gretchen Bielmyer
    Office: BC 1097
    Office Phone: (229) 333-5766; Email: gkbielmyer@valdosta.edu
NOTE: I have an open door policy. Please stop by my office anytime you have questions, concerns, ideas, need advice, etc. To request appointments, please email me directly.

Course Description: An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, with approved EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.

Course Goals:
By the end of the semestser students will be able to
- Apply their acquired knowledge to better understand the interactions between toxicants and the environment
- Distinguish between different classes of toxicants and their general effects on aquatic life
- Exhibit an understanding of environmental regulations
- Express themselves clearly, logically and precisely in scientific writing and in speaking
- Demonstrate knowledge of Aquatic Toxicology principles and laboratory procedures
- Interpret data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these sytems and the environment.
- Enhance existing laboratory skills and learn new techniques

Educational Outcomes
This course will examine toxicants in aquatic environments and will help the students express themselves clearly, logically and precisely in writing and in speaking (Gen Ed Outcome 1). The proposed course will also help students demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices (Gen Ed Outcome 2), as well as interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these sytems and the environment (BIO Learning Outcome 5).

Required Materials:
Text: Rand, G.M. Fundamentals of Aquatic Toxicology: Effects, Environmental Fate, and Risk Assessment. CRC Press, 1995. ISBN 1560320915, 9781560320913

Graded Course Components: Your final grade will be based on your performance on lecture examinations, an oral presentation, journal article assessments and discussion as well as laboratory assignments.
Lecture: (500 pts) There will be 3 lecture exams followed by a cumulative final exam. Students are required to learn the lecture material and the readings from the text and journal articles for all exams. Exam format will be specified by your instructor. Each of the exams will be worth 100 points. The final exam will be taken during the allotted time published online. There are NO MAKEUP EXAMS. A missed exam will be equal to zero points.
Laboratory: (200 pts) Laboratory reports will be assigned for each exercise and comprise the majority of the laboratory grades.

Grade Calculation & Distribution: Final grades will be based on a percentage of your cumulative points relative to the total points possible. See below chart.

Grade Calculation		Grade Distribution		
Type	Points	Letter	Percentage	Point Range
Exam 1	100	A	90-100%	630-700
Exam 2	100	B	80-89%	560-629
Exam 3	100	C	70-79%	490-559
Final Exam	100	D	60-69%	420-558
Oral Presentation	50	F	$\leq$ 59%	$\leq$ 419
Journal Articles	50			
Laboratory	200			
Total	**700**			

Attendance: Attendance in this course is absolutely required. Students should be seated at the beginning of class. If you are late, your attendance may not be acknowledged. The student is responsible for all material missed regardless of the reason for absences. If you have 2 unexcused absences from lecture your grade will drop one letter grade.

Procedure for exams:
- No books, electronic devices, or notebooks will be allowed during exams. Students using such items will be asked to leave and will receive a zero for the exam.
- No talking will be allowed during the exam, but students are permitted to ask the instructor questions.
- Each student will be given an exam to be completed and handed back to the instructor.
- Students will take the exam during the stated lecture time only.

Student identification: Students should have in their possession at all times their VSU student identification card. In order to verify the identification of students officially enrolled in the course, it is the instructor's prerogative to request official student photo identification cards at any time during lecture and exams.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) prohibit the public posting of grades by social security number or in any manner personally identifiable to the individual student. No grades can be given by email or over the telephone, as positive identification cannot be made by this manner.

Disruptive behavior: No disruptive behavior of any kind will be tolerated in this course. Students should restrict talking and discussion to pertinent questions related to course material and these questions should be directed toward the instructor. Entering a classroom late or early is discouraged. Any student disrupting lectures will be required to leave the classroom. Use of cellular telephones, pagers, or any similar remote communication device is prohibited during scheduled lectures or examinations. If students bring cellular telephones or similar devices to lecture, it is their responsibility to switch them off prior to the beginning of the lecture period.

Students with Disabilities: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone number is (229) 245-2498.

Cheating: Students caught cheating will receive a grade of "F" for the assignment in question and will be reported to the Dean of Students.

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Lecture Topics
Introduction
Aquatic Environment
Levels of biological organization
Dose Response
Classes of toxicants
PAHs
PCBs
Pesticides
Estrogenic compounds
Metal fate and transfer
Accumulation/homeostasis
Dietary metal toxicity
Aqueous metal toxicity
Toxicity testing
Physiological, biochemical and behavioral endpoints
Biomarkers
Species specific differences
Environmental regulations
Risk assessment
Case study

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/01/09 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Gretchen K. Bielmyer
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 6710	**Proposed New Course Title:** Aquatic Toxicology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Aquatic Toxicology
Semester/Year to be Effective: Summer 2010	**Estimated Frequency of Course Offering:** Yearly

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisites: Admission to the graduate program or permission of the instructor.
Course description: An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, with approved EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.

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

☒ Improving student learning outcomes: This course will examine toxicants in aquatic environments and will help the students express themselves clearly, logically and precisely in writing and in speaking (Gen Ed Outcome 1). The proposed course will also help students demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices (Gen Ed Outcome 2), as well as interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these sytems and the environment (BIO Learning Outcome 5).

☒ Adopting current best practice(s) in field: Toxicology integrates biology, chemistry and other scientific disciplines and demonstrates a practical application of this knowledge. Students will gain the opportunity to use their acquired knowledge to better understand the interactions between toxicants and the environment.

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

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☐ Other:

Plans for assessing the effectiveness of the course:

Assessments:

4 Exams

1 Oral presentation

1 Review Paper

Journal Article Discussions

Laboratory Reports and Assignments

There will be 3 lecture exams followed by a cumulative final exam. Students are required to learn the lecture material and the readings from the text and journal articles for all exams. Exam format will be specified by your instructor. Each of the exams will be worth 100 points. Each student will be expected to present and lead a discussion of a journal article on related lecture topics. Additionally students will be required to give an oral presentation and write a review article on a chosen related topic.

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

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Approvals:	
Dept. Head: *[signature]*	Date: *11-10-05*
College/Division Exec. Comm.: *Connie Richards*	Date: *2/3/10*
Dean/Director: *Connie Richards*	Date: *2/3/10*
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course): *[signature]*	Date: *2/27/10*
Academic Committee:	Date:

Form last updated: August 6, 2009

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BIOL 6710: Aquatic Toxicology (4 credits)

Instructor: D r. Gretchen Bielmyer
Office: BC 1097
Office hours: Mon. 2:00 – 4:00 p.m. and by appointment
Office Phone: (229) 333-5766; Email: gkbielmyer@valdosta.edu
NOTE: I have an open door policy. Please stop by my office anytime you have questions, concerns, ideas, need advice, etc. To request appointments, please email me directly.

Course Description: Course description: An examination of different classes of contaminants in aquatic environments and their interactions with aquatic organisms. Methods of toxicity testing, contaminant effects at different levels of biological organization, and environmental regulations will be discussed. The students will use the knowledge they acquire in lecture to conduct toxicity experiments with several different organisms, with approved EPA protocols. Statistical methods will be used to analyze collected data, and the results will be interpreted.

Course Goals:
By the end of the semestser students will be able to
- Apply their acquired knowledge to better understand the interactions between toxicants and the environment
- Distinguish between different classes of toxicants and their general effects on aquatic life
- Exhibit an understanding of environmental regulations
- Express themselves clearly, logically and precisely in scientific writing and in speaking
- Demonstrate knowledge of Aquatic Toxicology principles and laboratory procedures
- Interpret data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these sytems and the environment
- Enhance existing laboratory skills and learn new techniques

Required Materials:
Text: Rand, G.M. Fundamentals of Aquatic Toxicology: Effects, Environmental Fate, and Risk Assessment. CRC Press, 1995. ISBN 1560320915, 9781560320913

Graded Course Components: Your final grade will be based on your performance on lecture examinations, an oral presentation, a journal article presentation, a review paper, laboratory exercises and participation.

Lecture: (520 pts) There will be 3 lecture exams followed by a cumulative final exam. Students are required to learn the lecture material and the readings from the text and journal articles for all exams. Exam format will be specified by your instructor. Each of the exams will be worth 100 points. The final exam will be taken during the allotted time published online. There are NO MAKEUP EXAMS. A missed exam will be equal to zero points. Each student will be expected to present and lead a discussion of a journal article on related lecture topics. Additionally students will be required to give an oral presentation and write a review article on a chosen related topic.

Laboratory: (200 pts) Laboratory reports will be assigned for each exercise and comprise the majority of the laboratory grades.

Grade Calculation & Distribution: Final grades will be based on a percentage of your cumulative points relative to the total points possible. See below chart.

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Grade Calculation		Grade Distribution		
Type	Points	Letter	Percentage	Point Range
Exam 1	100	A	90-100%	648-720
Exam 2	100	B	80-89%	576-647
Exam 3	100	C	70-79%	504-575
Final Exam	100	D	60-69%	432-503
Oral Presentation	50	F	$\leq$ 59%	< 502 points
Review Paper	50			
Journal Article Discussion	20			
Laboratory	200			
Total	720			

Attendance: Attendance in this course is absolutely required. Students should be seated at the beginning of class. If you are late, your attendance may not be acknowledged. The student is responsible for all material missed regardless of the reason for absences. If you have 2 unexcused absences from lecture your grade will drop one letter grade.

Procedure for exams:
- No books, electronic devices, or notebooks will be allowed during exams. Students using such items will be asked to leave and will receive a zero for the exam.
- No talking will be allowed during the exam, but students are permitted to ask the instructor questions.
- Each student will be given an exam to be completed and handed back to the instructor.
- Students will take the exam during the stated lecture time only.

Student identification: Students should have in their possession at all times their VSU student identification card. In order to verify the identification of students officially enrolled in the course, it is the instructor's prerogative to request official student photo identification cards at any time during lecture and exams.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) prohibit the public posting of grades by social security number or in any manner personally identifiable to the individual student. No grades can be given by email or over the telephone, as positive identification cannot be made by this manner.

Disruptive behavior: No disruptive behavior of any kind will be tolerated in this course. Students should restrict talking and discussion to pertinent questions related to course material and these questions should be directed toward the instructor. Entering a classroom late or early is discouraged. Any student disrupting lectures will be required to leave the classroom. Use of cellular telephones, pagers, or any similar remote communication device is prohibited during scheduled lectures or examinations. If students bring cellular telephones or similar devices to lecture, it is their responsibility to switch them off prior to the beginning of the lecture period.

Students with Disabilities: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone number is (229) 245-2498.

Cheating: Students caught cheating will receive a grade of "F" for the assignment in question and will be reported to the Dean of Students.

Lecture Topics
Introduction
Aquatic Environment
Levels of biological organization
Dose Response
Classes of toxicants
PAHs
PCBs
Pesticides
Estrogenic compounds
Metal fate and transfer
Accumulation/homeostasis
Dietary metal toxicity
Aqueous metal toxicity
Toxicity testing
Physiological, biochemical and behavioral endpoints
Biomarkers
Species specific differences
Environmental regulations
Risk assessment
Case study

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 11/03/2009 (mm/dd/yyyy)

Department Initiating Request: Physics, Astronomy, and Geosciences	**Faculty Member Requesting:** Mark Groszos
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) GEOL-3104	**Proposed New Course Title:** Optical Mineralogy and Petrography **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Optical Min. & Petrography
Semester/Year to be Effective: Fall 2010	**Estimated Frequency of Course Offering:** every other year

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

Lecture Hours: 1	**Lab Hours:** 3	**Credit Hours:** 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre- or corequisite: GEOL-3100. A study of the fundamentals of the petrographic microscope, principles of optical crystallography, identification of rock-forming minerals in thin section, and description of igneous, sedimentary, and metamorphic rocks in thin section. Students may be required to attend a field trip.

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: Students are required to solve higher-level analysis and interpretation problems as well as complete advanced technical writing activities. Concepts that are introduced in this class will be used in several other upper-level classes, including; GEOL-3100, GEOL-3710, and GEOL-4110.

☒ Adopting current best practice(s) in field: Optical mineralogy and petrography is a standard course in most geology programs and is used at the professional level in most subdisciplines. Employers expect our graduates to be familier with the concepts and procedures that are covered in this class.

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

☒ Other: Geology is currently in the planning stages of a national certification program. When this program begins, optical mineralogy and petrography will be a mandatory course in that certification program.

Plans for assessing the effectiveness of the course: Assessment will involve a final written project where students conduct a full petrographic and petrologic analysis of a suite of samples.

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

Approvals:	
Dept. Head: *Edward E Chatelain*	Date: 2/3/10
College/Division Exec. Comm.: *Connie Richard*	Date: 2/3/10
Dean/Director: *Connie Richard*	Date: 2/3/10
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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SYLLABUS

TITLE	**Optical Mineralogy and Petrography**
COURSE NUMBER	**GEOL 3104**
INSTRUCTOR	Dr. Mark S. Groszos, 3023 Nevins Hall, 333-5664, msgroszo@valdosta.edu
CLASS LOCATION	TBA
CLASS TIMES	TBA
LAB LOCATION	TBA
LAB TIMES	TBA
TEXTBOOK	Introduction to Optical Mineralogy, Third Edition, William D. Nesse ISBN13: 9780195149104

COURSE DESCRIPTION

Pre- or corequisite: GEOL-3100. A study of the fundamentals of the petrographic microscope, principles of optical crystallography, identification of rock-forming minerals in thin section, and description of igneous, sedimentary, and metamorphic rocks in thin section. Students may be required to attend a field trip.

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

- Understand and describe to others the basic components of the petrographic microscope
  - General outcome 5
  - PAG outcome 1
- Understand and describe to others the basic concepts of optical mineralogy
  - General outcomes 5 & 7
  - PAG outcome 1
- Use the knowledge acquired in this class to identify minerals and rocks in thin section
  - General outcomes 5 & 7
  - PAG outcomes 1 & 2
- Develop an integrated understanding of the complex relationship between minerals, mineral textures, and rock genesis.
  - General outcomes 5 & 7
  - PAG outcome 1 & 2
- Conduct full petrographic analyses of thin sections and present findings in written format
  - General outcomes 4, 5, & 7
  - PAG outcomes 1 & 2

STUDENT ASSESSMENT

Students will be assessed as follows:

Weekly lab assignments, 10 best scores out of 14 labs	40%
One hour-long midterm exam	20%
One hour-long final exam	20%
One final project	20%

COURSE FORMAT

Lecture will meet for one hour once a week. Lab will meet for three hours once a week. Final project papers are expected to be of professional quality and will be graded accordingly. Late labs will be penalized 10% per day late. The final exam is not cumulative, it will include all material covered after the first exam. Good attendance is critical to successful completion of this class. Specifically, students

are expected to have perfect attendance. The final grade will be reduced 5% for each missed lecture and students will not be allowed to make-up missed labs.

TOPICS

The following is a partial list of topics covered in this course:
- The petrographic (polarizing) microscope
- Fundamentals of optical mineralogy
- Identifying minerals in thin section
- Identifying rocks in thin section
- Petrographic analysis of rocks
- Petrographic reports

University and Department Policies

Please read the following carefully:
- The Physics, Astronomy and Geosciences Department at Valdosta State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).
- The Department of Physics, Astronomy, and Geosciences adheres to the academic honesty policies and procedures of Valdosta State University and requires all students enrolled in departmental courses to honor the same (see this policy at: http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml). Cheating and/or plagiarism may result in a failing grade on an assignment/quiz/test or for the entire course in extreme situations. Students who violate these procedures will be reported to the Academic Dean as outlined in the academic honesty policies and procedures. Please refer to the Student Handbook, Code of Ethics, for a complete explanation of the Valdosta State University Student Ethic Code.
- The Department of Physics, Astronomy and Geosciences at Valdosta State University does not tolerate sexual harassment. Please refer to Valdosta State University's official policy on sexual harassment found at the following web location: http://www.valdosta.edu/legal/shp.shtml for additional information.

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

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

Current Catalog Page Number: page 132	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2010	Degree & Program Name: (e.g., BFA, Art): Ed.S. in School Counseling
Present Requirements: SCHC 8160 Advanced Practice in Cognitive Behavioral Therapy SCHC 8991 Advanced Practicum in Supervision SCHC 8995 Capstone Seminar PSYC 7120 Child and Adolescent Behavioral Assessment PSYC 8150 Behavioral Health Care Systems for Children and Adolescents PSYC 8200 Child Psychopathology PSYC 8500 Change and Change Measurement PSYC 8610 Behavior Modification RSCH 8000 Educational Research	**Proposed Requirements (Underline changes after printing this form:** All courses and the degree program will be offered online. FEB 2 2 2010 VALDOSTA UNIVERSITY GRADUATE SCHOOL	

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: These changes will align the Ed.S. in School Counseling with the standards set forth by the American School Counselor Association (ASCA) and the American Counseling Association (ACA). The previously approved curriculum and courses were developed to specifically address these standards.

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

☒ Other: With these changes the Ed.S. will not simply supplement the masters in school counseling but will provide more advanced skills and knowledge that will allow the school counselor to develop and direct a more effective school counseling program. The School Counseling Advisory Committee responded favorably and particularly liked the opportunities offered if the program were offered online.

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Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Enrollment in on campus program had fallen to an unsupportable number.

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. An increase in program enrollment will be another assessment measure as well as survey and SOI results.

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

Quality of performance in coursework, especially the Project Report in SCHC 8995, Capstone Seminar. Analysis of survey responses from candidates, graduates, and employers.

Approvals:	
Department Head:	Date: *14 August 2008*
College/Division Exec. Committee: *Julia M Ruffel*	Date: *8/21/08*
Dean(s)/Director(s): *Julia M Lee*	Date: *8/21/08*
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:
☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number: 206-207	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2010	Degree & Program Name: (e.g., BFA, Art): BSED in Technical, Trade, and Industrial Education – Secondary option

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Major Course Requirements. .... 60 hours	Major Course Requirements. .... 60 hours
PSYC 3130, ACED 2400 .... 6 hours	PSYC 3130, ACED 2400 .... 6 hours
ACED 4410 .... 6 hours	ACED 4410, ACED 4430 .... 6 hours
ACED 3600, ACED 4710,	ACED 3600, ACED 4710,
ACED 4670, ACED 4810 ....12 hours	ACED 4670, ACED 4810 ....12 hours
ACED 3650, SPEC 3100,	ACED 3650, SPEC 3000,
ACED 4560, ACED 3850 ....12 hours	ACED 4560, ACED 3850 ....12 hours
ACED 3500, ACED 3510,	ACED 3500, ACED 3510,
ACED 3520 .... 9 hours	ACED 3520 .... 9 hours
ACED 4780 ....12 hours	ACED 4780 ....12 hours
Guided Electives .... 3 hours	Guided Electives .... 3 hours
Total hours required for the degree	Total hours required for the degree
.... 126 semester hours	.... 126 semester hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: Proposed revisions will allow for more flexibility for scheduling courses and offering them in a manner that allows students from across the region to participate in the degree program. It is expected that enrollment will continue to increase in this program as the offerings become more adaptable to student needs. In addition, students will be able to enroll in coursework that is specifically related to their content areas. In the specific case of SPEC 3000, SPEC 3100 is no longer offered and SPEC 3000 is the approved course for teacher certification.

Source of Data to Support Suggested Change:

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☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Requests from outside funding agencies and prospective students supported a need to change delivery model that led to these changes.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Comments on SOIs, along with enrollment and completion data will be used to evaluate the effectiveness of the proposed changes.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *[signature]*	Date: 2/11/10
College/Division Exec. Committee: *Julia M. Buffer*	Date: 2/11/10
Dean(s)/Director(s): *Julia M. Buffer for Jm*	Date: 2/24/10
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 01/25/2010 (mm/dd/yyyy)

Department Initiating Revision: Adult and Career Education	**Faculty Member Requesting Revision:** Charles E. Backes

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

ACED 4410 New Teacher Institute

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 6	**Credit Hours:** 3
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Fall 2010	**Estimated Frequency of Course Offering:** Yealy

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field:

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

☒ Other: Course was originally designed for a summer-only offering, consisting of six-semester hours. The format of delivery has been changed to a fall and spring offering. The revised three-semester hour course will be offered in sequence with a new course (ACED 4430, three-semester hours).

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Requests from funding agencies and students to modify delivery model.

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

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portfolios, specific assignments, etc.)

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Comments on SOIs, along with enrollment and completion data will be used to evaluate the effectiveness of the model.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolio artifacts and other assignments will be used to measure student attainment of outcomes.

Approvals:	
Dept. Head: *Reynold L Mansor*	Date: 2/24/10
College/Division Exec. Comm.: *Julia M. Coffee*	Date: 2/24/1,
Dean/Director: *Julia M. Coffee for JMC*	Date: 2/24/1.
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/25/2010 (mm/dd/yyyy)

Department Initiating Request:	**Faculty Member Requesting:**
Adult and Career Education	Charles E. Backes

Proposed New Course Prefix & Number:	**Proposed New Course Title:**
(See course description abbreviations in the catalog for approved prefixes) ACED 4430	Advanced New Teacher Institute **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Advanced New Teacher Institute

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2010	Yearly

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite or co-requisite: ACED 4410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This new course is the second part of a two-course sequence (ACED 4410 and ACED 4430, three semester hours each for a total of six semester hours) designed to replace the ACED 4410 (six semester hours). This change is necessary due to the revised practice of offering the New Teacher Institute as a Fall and Spring program, rather than as a summer program. In addition, this change provides flexibility for more accurately assessing students based on consistent practice ranging from beginning skills and competencies to on-going, advanced skills and competencies.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Requests from funding agencies and students to modify delivery model.

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

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portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting 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. Comments on SOIs, along with enrollment and completion data will be used to evaluate the effectiveness of the model.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Portfolio artifacts and other assignments will be used to measure student attainment of outcomes.

☐ Other:

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

Approvals:		
Dept. Head: _Reynold L Mat_	Date:	2/24/10
College/Division Exec. Comm.: _Jauia M. Buffer_	Date:	2/24/1a
Dean/Director: _Jauia M. Buffer for Jmc_	Date:	2/24/10
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

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ACED 4430
ADVANCED NEW TEACHER INSTITUTE
3 Semester Hours

* *

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Standards-Based Practices

REQUIRED TEXTBOOK

Miller, W.R. & Miller, M.F. Miller (2002). Instructors and Their Jobs. American Technical Publishers: Homewood, IL.

COURSE DESCRIPTION

Prerequisite or co-requisite: ACED 4410. Advanced instructional and management skills for new secondary career education teachers. Emphasis is on improvement of skills related to teaching methodology and curriculum implementation that will help them to be more successful as career education practitioners.

GENERAL EDUCATION OUTCOMES

3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

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

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

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

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

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

COURSE OBJECTIVES (CO):

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

CO 1. successfully teach within the organizational structure of technology/career education (VI)

CO 2. implement a plan designed to foster an efficient and controlled learning environment (III, V)

CO 3. effectively plan, execute and assess impact on student learning within a unit of instruction (I, V)

CO 4. demonstrate the effective use of computers and related peripherals for the development of lesson plans and instructional materials (GEO-3) (V)

CO 5. exhibit the communication skills essential for a professional educator (GEO-4) (VI)

CO 6. incorporate the basic principles of learning/teaching in lessons and instructional activities (GEO-7) (II)

CO 7. address the needs of students with various learning styles and disabilities (II, III, V)

CO 8. incorporate safety instruction and its related concerns into lessons and instructional activities (I, III, V)

CO 9. effectively evaluate teaching and student performance (IV)

CO 10. demonstrate technological competency related to the use of the internet, informational databases, and other educational resources (GEO-3) (V).

CO 11. take advantage of the effects that classroom diversity brings to the instructional environment. (GEO-6) (II, III, V, VI)

CO 12. document professional competency and development using practical and concrete artifacts. (GEO-3, GEO-8) (I, VI)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Create and maintain a professional portfolio. (CO 1-12)
2. Participate in professional learning community activities and discussions. (CO 1-12)
3. Develop and present lessons for critique within the Professional Learning Community. (CO 3, 4, 5, 6, 7, 8, 9, 10, 11)

COURSE EVALUATION

This course is a performance-based course. Evaluation will be based on the satisfactory completion and execution of all required activities. Students must attend all sessions and complete all activities in order to complete the course.

Grades will be based on the following scale of satisfactorily completed work, as evaluated through performance and the completion of the professional portfolio.

95-100-----A
90-94-------B
85-89-------C
< than 85---F

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ATTENDANCE POLICY

Attendance at all sessions is mandatory. Each student should be committed to attend all class sessions, except in the cases of medical emergencies. In the case of unavoidable absences, the instructor should be notified as soon as possible, so that alternate assignments can be arranged. Prior notice is preferred, when possible. In addition, any student missing in excess of 20% of class time will be subject to withdrawal from the course by the instructor. No student will be excused from any class time for non-emergency reasons, unless approved in advance by the instructor. Due to the fact that much of the required activities involve the use of WebCT, all students are expected to maintain frequent communication through electronic means. Access to web-connected technology is required.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Students should take precautions to avoid plagiarism and cheating, whether intended or unintended. See the VSU Student Handbook, Code of Conduct –Appendix A, Section I for the official policy and procedures relating to academic integrity.

SPECIAL NEEDS STATEMENT

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

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

INSTRUCTOR

Charles E. Backes, Ph..D.
Department of Adult and Career Education
Office Phone: 229-333-7152
E-mail Address: cbackes@valdosta.edu
Office hours: Monday and Tuesday—9:00 a.m.-11:45 a.m.
        Thursday—9:00a.m.-11:45 a.m. and 1:00 p.m.-3:00 p.m.

OFFICE ADMINISTRATION AND TECHNOLOGY
REQUEST FOR CURRICULUM CHANGE
TO ADD ONLINE BACHELOR COMPLETION OPTION
Dr. Rey Martinez and Dr. Vesta Whisler
February 11, 2010

The faculty of the Office Administration and Technology (OAT) Degree Program are requesting approval to proceed with a *Request for Curriculum Change to Add an Online Bachelor Completion* (OBC) Option. This request falls in line with the efforts of a Georgia-wide consortium of colleges and universities dedicated to meeting the needs of nontraditional students through the *Adult College Completion Strategy Project*. VSU has led this consortium by becoming the first *Adult Learner Focused Institution* (ALFI) in the state.

As the curriculum was being reviewed for the addition of the online option, it became evident that several updates to the existing program were necessary. The required documents have been posted for review in LiveText. The purpose of this summary is to help condense the information from those 87 pages.

The idea to create a new niche for the OAT Program was first presented at the May, 2009 Adult and Career Education (ACED) Advisory Committee meeting, where the reaction was favorable. A proposal for $90,000 in funding from Strategic Focus 2010 was approved in July, 2009, which provided the OAT faculty with release time to develop this approval packet, begin conversion of traditional courses for online delivery, purchase needed hardware and software, and market the program. With successful progress reports, the grant will continue for four more years, by which time the program should be self-supporting. In addition to the Strategic Focus funds, the College of Education has contributed funding for two graduate assistants who are helping with research and development related to the new program option's deployment.

The original track of the OAT Degree program will continue to serve our traditional students with quality face-to-face, hybrid, and online courses. The proposed new track will serve newly recruited nontraditional students with the same quality, but the major courses will be delivered 100% online. Special admissions requirements will be in place for the online (OBC) majors.

ADMISSIONS REQUIREMENTS FOR OBC OPTION

Before being admitted to the program and allowed to register for the OBC online courses, students will have:

1. met USG core curriculum requirements (or equivalent).
2. achieved at least an overall 2.3 GPA.
3. passed both parts of the Regents' Testing Program (or exemption by SAT, ACT).
4. successfully completed all Area F courses (or exemptions) with a grade of "C" or better.
5. successfully qualified for 3 experiential credits in ACED2940 with a minimum of 3 years of valid, verifiable work experience.
6. provided evidence of online readiness through an assessment tool such as the University System of Georgia's Student Online Readiness Tool (SORT)

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The following bullet points highlight the additional changes being requested:

AREA F
- Move ACED2000 Beginning Keyboarding from a guided elective to Area F (It is a prerequisite for ACED3000 Intermediate Keyboarding and Word Processing)
- Move ACED2050 from Area F to the major to make room for ACED2000
- Add "or ECON 2106" to ECON 1500 (to reduce number of substitution forms)
- Add "or CS 1000" to ACED 2400 (to reduce number of substitution forms)

NEW COURSES
- ACED2940 Basic Office Administration Skills (Experiential Learning 3 cr) Required for OAT-OBC instead of ACED4300 Internship, but a guided elective for OAT Traditional.
- ACED3940 Intermediate Office Administration Skills (Experiential Learning 1-6 cr) Guided Elective for both OAT-OBC and OAT Traditional.
- ACED3101 Workplace Computerized Bookkeeping (Quicken or equiv 3 cr)
- ACED3150 Computer Operating Systems for the Office (Op Sys Certification 3 cr))
- ACED4020 Virtual Office Technology (Outlook or equiv Certification 3 cr)

REVISED COURSES
- ACED3400 Applied Computer Technology (Changed prerequisite to add "or CS1000" to ACED2400 and removed redundant content)
- ACED3700 Desktop Publishing (Changed prerequisite to add "or CS1000" to ACED2400)
- ACED4050 Workforce Development and Management (Changed name and adjusted content to reduce overlap among existing courses; Changed prereq to "Overall GPA of 2.3)
- ACED4070 Office Applications (Changed prereq to "Grade of 'C' or better in ACED2050 and ACED3000; overall GPA of 2.3; restricted to OAT and BE majors)
- ACED4160 Administrative Office Procedures (Changed prereq to "Grade of 'C' or better in ACED2050, ACED3000, and ACED3400; overall GPA of 2.3; restricted to OAT and BE majors)
- NOTE: With these changes, all 4000-level courses will require an overall GPA of 2.3.

COURSES MOVED FROM REQUIRED TO GUIDED ELECTIVES (To make room for new courses, and to eliminate redundancy)

ACCT2102, MGNT3250, MGNT4000, PHIL3150

Also courses from old program under "Choose one of the following: COMM2300, MGNT3910, MGNT4800, MKTG4680"

OTHER COURSES ADDED TO GUIDED ELECTIVES

ACED3600, ACED4550, ACED4820, AFAM2020, COMM1100, COMM2300, ECON2105, ECON2106, ENGL3020, ENGL3080, FIN2380, KSPE2000, LIBS1000, SPAN1001

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REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:
☒ Core Curriculum   ☒ Senior Curriculum   ☐ Graduate Curriculum   ☐ Other Curriculum
Specify: Area A,B,C,D,F
F

Current Catalog Page Number: 208	Proposed Effective Date for Curriculum Change: (Month/Year): 8/2010	Degree & Program Name: (e.g., BFA, Art): BS OFFICE ADMINISTRATION AND TECHNOLOGY

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
	BS Office Administration and Technology
Core Areas A-E (See VSU Core Curriculum)..42	Core Areas A-E (See VSU Core Curriculum)......42
Area F Requirements...18 ACED2400, ACED1100, ACED2050......9 ECON1500, ACCT2101, BUSA2106......9	Area F Requirements..18 ACED1100, ACED2000,..........................6 ACED2400 or CS1000,............................3 ACCT2101, BUSA2106.............................6 ECON1500 or ECON2106.......................3
Major Course Requirements................................60 ACCT2102, ACED3000, ACED3400......9 ACED4050, ACED4160, ACED4300......9 ACED3610, ACED3700, ACED4070......9 ACED3100, MGNT4000, MKTG3050....9 MGNT3250, ACED4810, PHIL3150.......9 **Choose one:** **MGNT3910, COMM2300, MKTG4680,** **or MGNT4800..3** **Electives..12**	Major Course Requirements....................................60 ACED2050, ACED3000, ACED3100..........9 ACED3101, ACED3150, ACED3400..........9 ACED3610, ACED3700, ACED4020..........9 ACED4050, ACED4070, ACED4160..........9 ACED4300, ACED4810, MKTG3050..........9 Guided Electives (Choose 15 hrs) ACED2940, ACED3940, ACED3600, ACED4550, ACED4820, ACCT2102, AFAM2020, COMM1100, COMM 2300, ECON2105, ECON 2106, ENGL3020, ENGL3080, FIN2380, KSPE2000, LIBS1000, MGNT3250, MGNT 3910, MGNT4000, MGNT4800, MKTG4680, PHIL3150, SPAN1001 AND/OR Advisor-approved Electives......................15
Total hours required for the degree.................120	Total hours required for the degree...................120
NOTE: This proposal would divide the existing BS in Office Administration and Technology into two tracks: **1. The first track (BS in Administrative Office Technology) would retain the existing**	

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curriculum with course changes shown.

2. The second track (BS in Administrative Office Technology: Online Bachelor Completion Option) would offer the same courses with one exception: move ACED4300 Internship to Guided Electives, and replace with ACED2940 Basic Administrative Office Technology Skills (experiential credit). Because this option is geared toward bachelor completion for nontraditional online students with verifiable field experience, specific admissions requirements will be in place. Students will have:

1. met USG core curriculum requirements (or equivalent).
2. achieved at least an overall 2.3 GPA.
3. passed both parts of the Regents' Testing Program (or exemption by SAT, ACT).
4. successfully completed all Area F courses (or exemptions) with a grade of "C" or better.
5. successfully qualified for 3 experiential credits in ACED2940 with a minimum of 3 years of valid, verifiable work experience.
6. provided evidence of online readiness through an assessment tool.

BS Office Administration and Technology Online Bachelor Completion Option

Area F Requirements..18
     ACED1100, ACED2000.............................6
     ACED2400 OR CS1000.............................3
     ACCT2101, BUSA2106.............................6
     ECON1500 or ECON2106.........................3

Major Course Requirements....................................60
     ACED2050, ACED2940, ACED3000..........9
     ACED3100, ACED3101, ACED3150..........9
     ACED3400, ACED3610, ACED3700..........9
     ACED4020, ACED 4050, ACED4070..........9
     ACED4160, ACED4810, MKTG3050..........9

Guided Electives (Choose 15 hrs)
ACED3940, ACED3600, ACED4300,
ACED4550, ACED4820, ACCT2102,
AFAM2020, COMM1100, COMM2300,
ECON2105,ECON2106, ENGL3020,
ENGL3080, FIN2380, KSPE2000,
LIBS1000, MGNT3250, MGNT3910,
MGNT4000, MGNT4800, MKTG4680,
PHIL3150, SPAN1001
AND/OR
Advisor-approved Electives....................15

Total hours required for the degree...................120

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.

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field:

Based on the acceptance of its Strategic Focus 2010 Proposal, ACED Faculty have met weekly during Fall Semester to begin curriculum and course development for a new online bachelor completion option aimed at nontraditional students. A total of $90,000 was awarded to support release time for faculty members to convert existing courses for "online" delivery; develop new courses; develop and submit curriculum and course forms for approval by the ACED Advisory Committee, VSU, BOR, and SACS; plan and implement a marketing campaign; purchase course production hardware and software; and conduct research on the program's effectiveness. The following justification demonstrates the need for an online bachelor completion program for nontrational students at VSU.

Serving the needs on non-traditional adult learners has been earmarked as an area of growth for VSU. A preliminary analysis of results of the Adult Learning Focused Institutional Self Assessment (ISAS)

implemented in 2009 revealed that:

a) VSU currently serves a small percentage of undergraduate adult students (13% of total student population);

b) While many of the respondents to a survey did see that VSU's mission, leadership, and organizational structure was "somewhat" responsive to the needs of adult learners, most did not perceive the institution as very actively engaged in this area;

c) In general, survey respondents did not see that VSU devoted much of its undergraduate student recruitment strategies at the non-traditional adult population; and

d) VSU offers the vast majority of its undergraduate courses during regular work-day hours (8:00 a.m. to 5:00 p.m.).

The frequency of nontraditional curricular designs and formats is utilized less rather than more often across the undergraduate curriculum although evening, weekend, and technology-assisted course delivery and external internships/practicums exist on a limited basis. It seems clear that VSU needs to provide opportunities for non-traditional adult students to complete baccalaureate degree programs.

In particular, the need to provide alternatively delivered high-demand baccalaureate programs is fairly evident for administrative assistant professionals. A personal survey of high-level administrators of two-year colleges in south and central Georga revealed an enthusiastic interest and need for an online baccalaureate completion program in Office Administration and Technology. Campus administrators expressed a positive opinion and support for such a program and agreed that the potential for enrollment of their staff would be strong. The need for the professional development of their staffs was strongly communicated. The survey included administrators from Waycross College, Darton College, Central Georgia Technical College, Okefenokee Technical College, Albany Tecvhnical College, Moultrie Technical College, Southwest Georgia Technical College, Valdosta Technical College, and Altamaha Technical College. We believe that such interest and support for this program would also be similar for staff on the VSU campus and in the private sector.

Additionally the need for continued professional development for office administration personnel is more evident as services evolve to online systems. VSU personnel have experienced implementation of "PeopleSoft" and "Shared Services" online platforms on which financial and employment records are completed and submitted. These new forms of organizational operations demand personnel who are competent in office administration and technology.

The Department of Adult and Career Education (ACED) currently offers the Bachelors of Science degree in Office Administration and Technology (OAT) with over 160 majors. The faculty members of the program are well versed in online education. In particular, Dr. Vesta Whisler is a specialist in online education with an emphasis in OAT. Other faculty members, Dr. Mary Willis, Dr. Iris Ellis, Dr. Cindy Prater, Dr. David Seiler, and Dr. J. D. Thomerson also have experience in designing and delivering online courses. It seems clear that ACED has the personnel with the expertise to implement this option.

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

☐ Other:

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Plan for assessing the effectiveness of the proposed change:
Effectiveness of changes to traditional OAT Degree will be monitored through feedback from internship supervisors. The new online bachelor completion option is expected to attract at least 45 NEW students to the University within 5 years.

Approvals:

Department Head: *Reynold L M...*	Date: 2/19/10
College/Division Exec. Committee: *Julia M Giffer*	Date: 2/24/10
Dean(s)/Director(s): *Julia M Giffer for gmr*	Date: 2/24/10
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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

Area of Change: ☐ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number: 208	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 2010/2011

Degree and Program Name: BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY: ONLINE BACHELOR COMPLETION OPTION

Present Requirements: Present requirements for the BS, Office Administration and Technology will remain the same. This request for a revised catalog copy is for a new Online Bachelor Completion Option that is being added to the existing program.	**Proposed Requirements:** (highlight changes after printing) ADMISSION TO THE OFFICE ADMINISTRATION AND TECHNOLOGY ONLINE BACHELOR COMPLETION OPTION Students must be admitted to the Online Bachelor Completion (OBC) Option in order to enroll in junior- and senior-level OAT-OBC course work. The requirements for admission into the OBC Option are that the student will have: 1. met USG core curriculum requirements (or equivalent). 2. achieved at least an overall 2.3 GPA. 3. passed both parts of the Regents' Testing Program (or exemption by SAT, ACT). 4. successfully completed all Area F courses (or exemptions) with a grade of "C" or better. 5. successfully qualified for 3 experiential credits in ACED2940 with a minimum of 3 years of valid, verifiable work experience. 6. provided evidence of online readiness through an assessment tool.

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 To address the Strategic Focus 2010 Standard of Recruitment/Enrollment of Students by providing an online bachelor completion degree option for nontraditional adult learners. Students in a totally online degree program require a level of maturity and self-discipline beyond that of a traditional undergraduate student, which they can demonstrate by meeting the six admissions criteria specified above.

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Plan for assessing the effectiveness of the proposed change: Recruitment and retention of at least 45 new students within 5 years.

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Approvals:	
Department Head: *Reynold L Marty*	Date: 2/19/10
College/Division Exec. Committee: *Julia M Reffue*	Date: 2/24/10
Dean(s)/Director(s): *Julia M. Reffue for JmL*	Date: 2/24/10
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Request: Adult & Career Education (ACED)	**Faculty Member Requesting:** Dr. Mary Willis
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 2940 NOTE: Required for Online Bachelor Completion Option; Elective for traditional degree program.	**Proposed New Course Title:** Basic Administrative Office Technology Skills **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Basic Admin Office Tech Skills
Semester/Year to be Effective: Fall/2010	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Reserved for the granting of academic credit based on either successful completion of office administrative and technical experiential credit based on 3 years of past work experience, military service, or approved professional licensure (such as CPS/CAP). Requires approval of academic advisor prior to registration.

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: Nontraditional students who return to college after a minimum of 3 years of full-time work experience in administrative office technology have an opportunity to demonstrate college-level learning they have acquired outside the formal classroom setting. As these students work through the rest of their courses in the OAT curriculum, they will be able to relate the classroom learning to their real-life experiences. Many scholars, including John Dewey and David Kolb have studied the value of experiential learning. Dewey wrote of , "an intimate and necessary relation between the process of actual experience and education" (1938, p. 7). Kolb wrote about experiential learning as, "the process whereby knowledge is created through the transformation of experience" (1975).

Dewey, J. (1938). Experience and education. New York: Macmillan Co.

Kolb, D. A. and Fry, R. (1975). "Toward an applied theory of experiential learning". In C. Cooper (Ed.) Theories of Group Process, London: John Wiley

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Plans for assessing the effectiveness of the course: Student experience will be evaluated according to standards used in the Valdosta State University Prior Learning Assessment process, which include a combination of student interviews and document reviews by subject matter experts.

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

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Approvals:		
Dept. Head: *Reynald L Maty*	Date:	2/19/10
College/Division Exec. Comm.: *Julia M. Buffer*	Date:	2/24/10
Dean/Director: *Julia M. Buffer for JmL*	Date:	2/24/10
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

Form last updated: August 6, 2009

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ACED1 2940
Basic Administrative Office Technology Skills
3 Semester Hours

* *

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

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COURSE DESCRIPTION

Reserved for the granting of academic credit based on either successful completion of office administrative and technical experiential credit based on three years of past work experience, military service, or approved professional licensure (such as CPS/CAP). Requires approval of academic advisor prior to registration.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO):

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers. The GEO addressed in this course:

GEO3. Students will use computer and information technology when appropriate.

COURSE OBJECTIVES (CO):

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

1. Document learning from 3 years of work experience, military service, or approved professional licensure (such as CPS/CAP) for the granting of academic credit using the *OFFICE ADMINISTRATION AND TECHNOLOGY (OAT) REQUEST FOR EXPERIENTIAL CREDIT FORM.*

REQUIRED TEXT

NONE

COURSE REQUIREMENTS

Credit documentation from at least one of the following (all related to CO 1):

1. Approved professional licensure (CPS/CAP)

2. Guide to the Evaluation of Educational Experiences in the Armed Services

3. In-field work experience

COURSE EVALUATION

Approved by advisor and Department Head.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Request: Adult & Career Education (ACED)	**Faculty Member Requesting:** Dr. Vesta Whisler
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED 3101	**Proposed New Course Title:** Workplace Computerized Bookkeeping **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Wrkplc Comp Bkkpg
Semester/Year to be Effective: Fall/2010	**Estimated Frequency of Course Offering:** Every Semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ACED 2400 or CS 1000 or instructor consent, and ACCT 2101. Hands-on application of bookkeeping and computer concepts through the installation, set-up, and use of a typical integrated computerized accounting software system. Includes setup and maintenance of software, management of a chart of accounts and ledgers, analysis of transactions, generation of financial reports, file and data management, and system security.

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: According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2010/2011 Edition, today's office workers "use specialized accounting software, spreadsheets, and databases. Most clerks now enter information from receipts or bills into computers, and the information is then stored electronically" (bls.gov). A thorough understanding and practical experience with a computerized bookkeeping system will prepare our graduates for these responsibilities.

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

☐ Other:

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Plans for assessing the effectiveness of the course: Graded excercises, discussions, and activities. Completion of a "hands-on" simulation based on the use of computerized bookkeeping software in the workplace/educational environment with at least a 70% pass rate.

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

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Approvals:	
Dept. Head: *Reynolds L Marts*	Date: 2/19/10
College/Division Exec. Comm.: *Julia M. Biffle*	Date: 2/24/10
Dean/Director: *Julia M. Biffle for JMc*	Date: 2/24/10
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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ACED 3101
WORKPLACE COMPUTERIZED BOOKKEEPING
(3 CREDITS)
Valdosta State University
College of Education (COE) -- Department of Adult and Career Education (ACED)
* *

COE CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

<u>Equity</u>: All learners deserve high expectations and support.

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

<u>Ownership</u>: Professionals are committed to, and assume responsibility for, the future of their disciplines.

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

<u>Impact</u>: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning through Evidence-Based Practices

****

COURSE DESCRIPTION

Prerequisite: ACED 2400 or CS 1000 or instructor consent, and ACCT 2101. Hands-on application of bookkeeping and computer concepts through the installation, set-up, and use of a typical integrated computerized accounting software system. Includes setup and maintenance of software, management of a chart of accounts and ledgers, analysis of transactions, generation of financial reports, file and data management, and system security.

COE CONCEPTUAL FRAMEWORK STANDARDS (CFS)

The following <u>College of Education Conceptual Framework Standard</u> will be addressed in this course:

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

VSU GENERAL EDUCATION OUTCOMES

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers. One of the eight GEOs are addressed in this course:

GEO 3. Students will use computer and information technology when appropriate.

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COURSE OBJECTIVES

Numbers in parentheses following each objective refer to the COE Conceptual Framework Standards (CFS) and VSU General Education Outcomes (GEO) emphasized in this course. Upon completion of this course, the student will be able to:

CO 1. Demonstrate an understanding of business financial software (CFS 1, GEO 3)

CO 2. Create a company file and set up general ledger accounts in a business financial software package (CFS 1, GEO 3)

CO 3. Track sales and expenses using business financial software (CFS 1, GEO 3)

CO 4. Create computerized bookkeeping documents such as invoices, statements, receipts, etc. (CFS 1, GEO 3)

CO 5. Apply accounting terminology such as double entry, assets, liabilities, accounts payable, accounts receivable, and payroll to the use of business financial software (CFS 1, GEO 3)

CO 6. Use business financial software to generate and customize financial statements (CFS 1, GEO 3)

CO 7. Backup and maintain financial data (CFS 1, GEO 3)

CO 8. Discuss ethical issues related to the maintenance and security of client financial data (CFS 1, GEO 3)

CO 9. Complete a bookkeeping simulation (CFS 1, GEO 3)

PROFESSOR

Name:
Phone:
Office:
Email:
Alternate:
Web site:
Office Hrs:

REQUIRED TEXTBOOKS

Villani & Rosa (2008). Computerized Accounting with QuickBooks ® Pro 2009. EMC Paradigm. ISBN 978-0-76383-571-2. Includes 140-day Student Trial Edition of QuickBooks ® Pro 2009 on CD.
http://www.emcp.com/product_catalog/index.php?GroupID=2418

REQUIRED MEDIA

Flash drive with at least 2 GB of space dedicated to this class

METHOD OF DELIVERY

Course materials and many activities for this course will be available over the Internet using the BlazeVIEW platform.

- Students will actively interact with each other, the instructor, the content, and the BlazeVIEW interface.

- The instructor will utilize Learning Modules in BlazeVIEW for such course components as: announcements, readings, asynchronous discussions, synchronous chats, email communications, and assignments.

- Students are asked to check BlazeVIEW announcements and email at least twice a week.

- If you are planning to use your own computer to access materials or submit work for this course, it is your responsibility to visit the Distance Learning VSU Vista Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins.

COMMUNICATION POLICY

Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Please feel free to stop by during your professor's office hours or email her if you have a question or problem that you would like to discuss in private.

Your professor is frequently online at different times during the week (except possibly on weekends or holidays). Any time that you are in BlazeVIEW, you can check to see if your professor has BlazeVIEW open. If so, you can initiate a chat invitation if you need to talk one-on-one. To help insure that we can communicate effectively throughout the semester:

- Please send your emails through the email tool of your course in BlazeVIEW. This account will be checked daily. BlazeVIEW email automatically provides a list of class participants (including your professor) to ensure that the message goes to the correct address. It also places a copy in the sender's BlazeVIEW email account.

- As a courtesy, ALWAYS include a descriptive subject line with your email messages and sign your full name at the end of your message.

- If for some reason the BlazeVIEW server is down, and you cannot access it to send an email message, feel free to use your BlazeNET email account to send a message to your professor at _____. You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.

- If BOTH the BlazeVIEW and BlazeNET servers are down, you may email your professor at _____.

- Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on weekends or holidays).

COURSE REQUIREMENTS

1. Each student will complete hands-on exercises using a computerized bookkeeping software package.

2. Each student will complete a computerized bookkeeping simulation.

3. Each student will participate in readings and discussions related to ethical, legal, and privacy issues involved in the use of computerized bookkeeping systems in the workplace/educational environment.

4. Each student will complete any examinations, pop quizzes, and other assigned activities provided during the course .

SPECIAL NEEDS STATEMENT

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

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

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COURSE EVALUATION

Some scores will appear automatically after completion of a quiz or computer-graded assignment; however, most assignments are evaluated manually by the instructor, who will post those scores in BlazeVIEW within a week of the assignment due date. An updated grade status report will be posted in BlazeVIEW within approximately one week after the end of each unit. It is the student's responsibility to check the gradebook in BlazeVIEW at least once a week, and to discuss any questions or discrepancies with the professor *no later than one week* after a score is posted. The following grading structure for this course has been accepted by the ACED Department:

Hands-on Exercises & Assignments	= 400 points	
Bookkeeping Simulation	= 300 points	
Exams*	= 300 points	
	1000 points	

> *Make-up exams are given only with the instructor's permission, which must be requested *prior to the scheduled exam time*; otherwise, a "0" will be earned for missed tests or exams—NO EXCEPTIONS.

Final Grading Scale

895-1000 = A	795-894 = B	695-794 = C	595-694 = D	below 595 = F

ATTENDANCE POLICY

Absences, for whatever reason (excused or unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.

ASSIGNMENT POLICIES

- **Late assignments will not be accepted.** It is in your best interest to stay at least a day ahead of each deadline—do not wait until the last minute to submit work.
  - If you have a SERIOUS problem that keeps you from submitting assignments on time, please contact your instructor immediately, *who will determine if the seriousness of your problem warrants an exception to the late assignment rule.*
  - The following are examples of what might be considered as exceptions:
    - Documented widespread power or Internet outage that also affects campus or public labs
    - Your own hospitalization or documented serious illness
    - Death in the immediate family
  - The following are examples of what may NOT be considered as exceptions:
    - Problems with your home or work computer or software (use campus labs if this happens)
    - Heavy work or course schedule and poor time management
    - Vacation
  - Late assignments that are accepted may be assessed a 50% grade penalty, *before grading.*
- As a safeguard, please save a copy of **all assignments** on your jump drive or other personal media until the end of the semester.

PLAGIARISM AND CHEATING

Warning: Academic integrity is taken very seriously by your professor. Points for individual assignments are recorded based on each student's efforts to master the content.

- Do not turn in someone else's work claiming it as your own.

- Do not copy answers from anyone else's work, computer screen, jump drive, or other media.

- Do not allow anyone else to copy your work, look at your computer screen, or borrow your jump drive.

All parties involved in this type of activity **will be held accountable**, as noted in VSU and Dewar College of Education policies. Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). Please study the following consequences for acts of academic dishonesty in this course:

First Offense:

1. The student will earn a zero for the **entire** assignment or exam.

2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). A copy of this form is sent to the Student Conduct Office in the Dean of Students Office.

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

Second Offense:

1. The student will earn a grade of "F" for the course.

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

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

LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to http://www.valdosta.edu/library/ or visit the library in person. Librarians are often available to help you in person or via live chats or email.

ACED 3101—WORKPLACE COMPUTERIZED BOOKKEEPING SIMULATION
(3 CREDITS)
Tentative Assignment Schedule

Sessions	Dates	Topics	Activities	Points Poss	Points Earned
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
FINAL EXAM					
		TOTAL POINTS POSSIBLE		1000	

Your professor reserves the right to change this schedule and point structure as necessary.
You will be notified of any changes in class and in BlazeVIEW.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Request: Adult & Career Education (ACED)	**Faculty Member Requesting:** Dr. Cindy Prater
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED3150	**Proposed New Course Title:** Computer Operating Systems for the Office **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Comp Op Sys Office
Semester/Year to be Effective: Fall/2010	**Estimated Frequency of Course Offering:** Every Semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Provides an introduction to operating systems, with hands-on experience in at least one operating system widely used in contemporary office settings. Topics include operating system development, function, system resources, memory management, processor management, user interface, and imbedded software applications. This course helps prepare students to take a certification exam for a current operating system.

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: According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2010/2011 Edition, today's office administrator is expected to "provide training and orientation for new staff, conduct research on the Internet, and troubleshoot new office technologies" (bls.gov). A thorough understanding and practical experience with computer operating systems will prepare our graduates for these responsibilities.

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

☐ Other:

Plans for assessing the effectiveness of the course: Graded excercises, discussions, and activities. Completion of a "hands-on" certification examination based on the use of operating system software in the workplace/educational environment with at least a 70% pass rate.

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

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Approvals:		
Dept. Head: *Reynold L Marty*	Date:	2/19/10
College/Division Exec. Comm.: *Julia M. Riffu*	Date:	2/24/10
Dean/Director: *Julia M Riffel for JML*	Date:	2/24/10
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

Form last updated: August 6, 2009

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ACED1 3150
Computer Operating Systems for the Office
3 Semester Hours

* *

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

COURSE DESCRIPTION

Provides an introduction to operating systems, with hands-on experience in at least one operating system widely used in contemporary office settings. Topics include operating system development, function, system resources, memory management, processor management, user interface, and imbedded software applications. This course helps prepare students to take a certification exam for a current operating system.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO):

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers. The GEO addressed in this course:

GEO3. Students will use computer and information technology when appropriate.

COURSE OBJECTIVES (CO):

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

1. Define an operating system;
2. Compare and contrast several current operating systems;
3. Identify the functions of an operating system;
4. Describe basic components of the operating system;
5. Identify various ways to protect the computer;
6. Manage firewalls, antivirus software, and malware;
7. Create and organize files and folders;
8. Search for files and folders;
9. Manage software, disks, devices, driver, and display settings;
10. Manage Windows settings;
11. Backup and restore files and folders;
12. Customize the Start menu and toolbars;
13. Personalize the appearance and sound of a computer;
14. Increase processing speed;
15. Locate system information;
16. Locate troubleshooting information;
17. Troubleshoot printing errors;
18. Repair a network connection;
19. Change the settings of the mouse or other input devices;
20. Establish user accounts.
21. Demonstrate a practical understanding of the use of operating system software in the workplace/educational environment through an industry certification exam.

REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT

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COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS / EVALUATION

1. Students will complete a "hands-on" certification examination based on the use of the operating systems software in the workplace/educational environment. (GEO 3, CO 6-20)

2. Each student will complete tutorials and exercises involving the effective use of the operating systems software. (CO 6-20)

3. Each student will actively participate in activities and class discussions related to the development and functions of different operating systems, system resources, memory management, processor management, and user interface, as well as operating system functions and imbedded software applications. (CO 1-20)

4. The final course grade will be calculated as follows:

    Tutorials, Exercises, Activities, Discussions = 75 % (GEO 3, CO 1-10)
    Certification Examination (one)   = 25 % (GEO 3, CO 1-10)

A = 90-100	B = 80–89	C = 70-79	D = 60- 69	F= 59 and below

METHOD OF DELIVERY

This class will be delivered over the Internet using the BlazeVIEW platform.

1. It is the student's responsibility to visit the Distance Learning VSU Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins.

2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW.

3. For attendance purposes, students are required to access and participate in the course in BlazeVIEW a minimum of TWO DIFFERENT DAYS each week.

4. Students are expected to check BlazeVIEW announcements and email several times a week.

5. Students will actively interact with each other, the instructor, the content, and the BlazeVIEW interface.

6. In addition to participation in the BlazeVIEW platform, students are expected to maintain their VSU BlazeNET email account and to check it regularly for messages from their instructor and other university officials.

MAKE-UP POLICY

1. All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date.

2. Late assignments will carry a penalty of 50 percent deduction of the total assignment points before grading. Work will be accepted for grading no later than one week after original due date.

3. There will be NO MAKEUP for missed examinations unless a student has made prior arrangements with the professor. Without this prior permission, the grade for that student's missed examination will be zero (0).

POLICY STATEMENT ON PLAGIARISM AND CHEATING

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.

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. no student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. no student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. no student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. no student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the university.
5. no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.

Some typical examples of plagiarism are:
- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Submitting a work that has been purchased or otherwise obtained from an internet source or
- another source.
- incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.

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

FIRST OFFENSE:

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

SECOND OFFENSE:

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

2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from

Revised 12/14/09

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his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

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

Warning: Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! This is cheating. It is wise to save all of your lab assignments on your disk. Do not access any files or directories other than your own or those requested by the instructor.

ATTENDANCE POLICY

The nature of the course requires participation online each week, and an absentee policy will be enforced. One absence will be recorded any time a student does not participate in an academic event on at least two different days during a week. An "academic event" may include: posting to a discussion board, submitting homework, sending email to an instructor, taking a test or quiz, etc. The following points will be deducted from the **final course average** for:

> 0-3 absences = final course average not affected
> 4 absences = 2 points deducted from course average
> 5 absences = 4 points deducted from course average
> 6 absences = 6 points deducted from course average
> 7 absences = 8 points deducted from course average
> 8 absences = 10 points deducted from course average
> 9 absences = 12 points deducted from course average
> 10 absences = student dropped from course with "F"

LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to http://www.valdosta.edu/library/ or visit the library in person. Librarians are often available to help you via live chats.

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

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

INSTRUCTOR

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Request: Adult & Career Education (ACED)	**Faculty Member Requesting:** Dr. Mary Willis
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED3940	**Proposed New Course Title:** Intermediate Administrative Office Technology Skills **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Interm Admin Office Tech Sklls
Semester/Year to be Effective: Fall/2010	**Estimated Frequency of Course Offering:** Every Semester

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

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 1-6

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite ACED2940. 1 credit per each year of valid, verifiable employment experience beyond 3 years. Reserved for the granting of academic credit based on either successful completion of office administrative and technical experiential credit based on 4 to 9 years of past work experience, military service, or approved professional licensure (such as CPS/CAP). Requires approval of academic advisor prior to registration.

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: Nontraditional students who return to college after a minimum of 3 years of full-time work experience in administrative office technology have an opportunity to demonstrate college-level learning they have acquired outside the formal classroom setting. As these students work through the rest of their courses in the OAT curriculum, they will be able to relate the classroom learning to their real-life experiences. Many scholars, including John Dewey and David Kolb have studied the value of experiential learning. Dewey wrote of , "an intimate and necessary relation between the process of actual experience and education" (1938, p. 7). Kolb wrote about experiential learning as, "the process whereby knowledge is created through the transformation of experience" (1975).

Dewey, J. (1938). Experience and education. New York: Macmillan Co.

Kolb, D. A. and Fry, R. (1975). "Toward an applied theory of experiential learning". In C.

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Cooper (Ed.) Theories of Group Process, London: John Wiley.

Plans for assessing the effectiveness of the course: Student experience will be evaluated according to standards used in the Valdosta State University Prior Learning Assessment process, which include a combination of student interviews and document reviews by subject matter experts.

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

Approvals:	
Dept. Head: *Reynaldo L. Matt*	Date: 3/19/10
College/Division Exec. Comm.: *Julia M. Cuffel*	Date: 2/24/10
Dean/Director: *Julia M. Cuffel for JmL*	Date: 2/24/10
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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ACED1 3940
Intermediate Administrative Office Technology Skills
1-6 Semester Hours

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College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

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COURSE DESCRIPTION

Prerequisite ACED2940. 1 credit per each year of valid, verifiable employment experience beyond 3 years. Reserved for the granting of academic credit based on either successful completion of office administrative and technical experiential credit based on 4 to 9 years of past work experience or approved professional licensure (such as CPS/CAP). Requires approval of academic advisor prior to registration.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO):

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers. The GEO addressed in this course:

GEO3. Students will use computer and information technology when appropriate.

COURSE OBJECTIVES (CO):

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

1. Document learning from 4 to 9 years of work experience, military service, or approved professional licensure (such as CPS/CAP) for the granting of academic credit using the *OFFICE ADMINISTRATION AND TECHNOLOGY (OAT) REQUEST FOR EXPERIENTIAL CREDIT FORM.*

REQUIRED TEXT

NONE

COURSE REQUIREMENTS

Credit documentation from at least one of the following (all related to CO 1):

1. Approved professional licensure (CPS/CAP)

2. Guide to the Evaluation of Educational Experiences in the Armed Services

3. In-field work experience

COURSE EVALUATION

Approved by advisor and Department Head.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Request: Adult & Career Education (ACED)	**Faculty Member Requesting:** Dr. Vesta Whisler & Karen Pickles
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACED4020	**Proposed New Course Title:** Virtual Office Technology **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Virtual Office Technology
Semester/Year to be Effective: Fall/2010	**Estimated Frequency of Course Offering:** Every Fall and Spring Semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: ACED 2400 or CS 1000 or instructor consent, and overall GPA of 2.3. Overview of skills needed to perform as a virtual office assistant. Emphasis on the use of time and information management applications. Increased knowledge of the role of online meeting/internet telephone communication software, Internet research, social networking tools, e-commerce, and mobile devices in the modern office. This course helps prepare students to take a certification exam for a current communication software program.

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: Requiring a 2.3 GPA requirement for this 4000-level course will motivate students to earn higher grades in prerequisite courses, which will prepare them better for the senior-level courses.

☒ Adopting current best practice(s) in field: According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2010/2011 Edition, more administrative assistants are working from home offices as "virtual assistants". They use the Internet, e-mail, fax, and the phone to communicate with clients. Secretaries and administrative assistants perform a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as information and communication managers for an office; plan and schedule meetings and appointments; organize and maintain paper and electronic files; manage projects; conduct research; and disseminate information by using the telephone, mail services, Web sites, and e-mail (bls.gov). Today's office administrator is expected to utilize, monitor, and often maintain current communication technology in the workplace.

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

☐ Other:

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Plans for assessing the effectiveness of the course: Graded excercises, discussions, and activities. Completion of a "hands-on" certification examination based on the use of the communication software in the workplace/educational environment with at least a 70% pass rate.

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

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Approvals:		
Dept. Head: *(signature)*	Date: 2/19/60	
College/Division Exec. Comm.: *(signature)* Julia M. Buffer	Date: 2/24/10	
Dean/Director: *(signature)* Julia M. Buffer for Jmc	Date: 2/24/10	
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

Form last updated: August 6, 2009

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ACED 4020
Virtual Office Technology
3 Semester Hours

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College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

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COURSE DESCRIPTION

Prerequisite: ACED 2400 or CS 1000 or instructor consent, and overall GPA of 2.3.
Overview of skills needed to perform as a virtual office assistant. Emphasis on the use of time and information management applications. Increased knowledge of the role of online meeting/internet telephone communication software, Internet research, social networking tools, e-commerce, and mobile devices in the modern office. This course helps prepare students to take a certification exam for a current communication software program.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

GENERAL EDUCATION OUTCOMES (GEO):

VSU's eight General Education Outcomes (GEO) provide a broad overview of the skills and knowledge that all VSU students should be able to demonstrate at increasing levels of proficiency throughout their college careers. The GEO addressed in this course:

GEO3. Students will use computer and information technology when appropriate.

COURSE OBJECTIVES (CO):

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

CO1.   Demonstrate basic skills using social networking tools for workplace tasks.

CO2.   Demonstrate basic knowledge of mobile devices.

CO3.   Demonstrate basic knowledge of the various types of online communication tools used for virtual meetings.

CO4.   Master the use of a communication software package to manage (create, edit, send, open, reply, forward, track) email messages.

CO5.   Use an electronic calendar component of communication software to create, schedule, invite, edit, and cancel appointments, meetings, or events.

CO6.   Use electronic mail and the Internet for communicating, locating resources, and downloading files and electronic media.

CO7.   Demonstrate skills in creating, preparing for, and attending virtual meetings.

CO 8.   Explain the issues, impact, and relationships involved with e-commerce and businesses today.

CO 9.   Demonstrate a practical understanding of the use of communication software in the workplace/educational environment through an industry certification exam.

REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT

CCI Learning (2008) Microsoft Office 2007—Exam 77-604, Canada: CCI Learning.

All students will be required to have an e-mail account.

Revised 12/14/09   2

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COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS/EVALUATION

1. Students will complete a "hands-on" certification examination based on the use of the communication software in the workplace/educational environment. (GEO 3, CO 4, 5, 6, 7, 8)

2. Each student will have an active e-mail account that will be used for correspondence to and from the instructor. (CO 4, 5, 8)

3. Each student will complete tutorials and exercises involving the effective use of the communications software. (CO 4, 5, 6, 7, 8, 9)

4. Each student will actively participate in activities and class discussions related to social networking tools, mobile devices, virtual meeting software, and e-commerce in the business environment. (CO 1, 2, 3, 10)

5. The final course grade will be calculated as follows:

   Tutorials, Exercises, Activities, Discussions = 75 % (GEO 3, CO 1-10)
   Certification Examination (one) = 25 % (GEO 3, CO 1-10)

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

METHOD OF DELIVERY

This class will be delivered over the Internet using the BlazeVIEW platform.

1. It is the student's responsibility to visit the Distance Learning VSU Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins.

2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW.

3. For attendance purposes, students are required to access and participate in the course in BlazeVIEW a minimum of TWO DIFFERENT DAYS each week.

4. Students are expected to check BlazeVIEW announcements and email several times a week.

5. Students will actively interact with each other, the instructor, the content, and the BlazeVIEW interface.

6. In addition to participation in the BlazeVIEW platform, students are expected to maintain their VSU BlazeNET email account and to check it regularly for messages from their instructor and other university officials.

MAKE-UP POLICY

1. All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date.

2. Late assignments will carry a penalty of 50 percent deduction of the total assignment points before grading. Work will be accepted for grading no later than one week after original due date.

3. There will be NO MAKEUP for missed examinations unless a student has made prior arrangements with the professor. Without this prior permission, the grade for that student's missed examination will be zero (0).

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POLICY STATEMENT ON PLAGIARISM AND CHEATING

Warning: Academic integrity is taken very seriously by this department. Points for individual assignments are recorded based on each student's efforts to master the content.

- Do not turn in someone else's work claiming it as your own.

- Do not copy answers from anyone else's work, computer screen, jump drive, or other media.

- Do not allow anyone else to copy your work, look at your computer screen, or borrow your jump drive.

All parties involved in this type of activity will be held accountable, as noted in VSU and Dewar College of Education policies. Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). Please study the following consequences for acts of academic dishonesty in this course:

First Offense:

1. The student will earn a zero for the **entire** assignment or exam.

2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). A copy of this form is sent to the Student Conduct Office in the Dean of Students Office.

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

Second Offense:

1. The student will earn a grade of "F" for the course.

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

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

ATTENDANCE POLICY

The nature of the course requires participation each week, and an absentee policy will be enforced. One absence will be recorded any time a student does not participate in an academic event on at least two different days during a week. An "academic event" may include: posting to a discussion board, submitting homework, sending email to an instructor, taking a test or quiz, etc. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."

LIBRARY

For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to http://www.valdosta.edu/library/ or visit the library in person. Librarians are often available to help you via live chats.

SPECIAL NEEDS STATEMENT

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

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

INSTRUCTOR

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Revision: Adult and Career Education	**Faculty Member Requesting Revision:** Dr. David Seiler

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

ACED 3400

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites: ACED 2400 or consent of instructor	Prerequisites: ACED 2400 or CS 1000, or instructor consent.
Co-requisites:	Co-requisites:
Course Description: Development of intermediate and advanced skills in the use of word processing, spreadsheets, databases, communications and presentation software. Emphasis placed on creation of computer projects appropriate to the student's major	Course Description: Development of intermediate and advanced skills in the use of spreadsheet, database, and presentation software. Emphasis placed on creation of computer projects appropriate to the student's major

Semester/Year to be Effective: Fall 2010	**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: Eliminates redundancy--the word processing concepts in ACED 3400 are covered in several different classes in our department. Communication software will be covered in ACED 4020, Virtual Office Technology. Local employers of our interns have indicated that our students need more practical knowledge of spreadsheets and databases, which this change will facilitate. Adding "or CS 1000" to the prerequisite will greatly reduce the number of substitution forms

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needed because many students who transfer into OAT have taken CS 1000.

Plans for assessing the effectiveness of the course: Student performance in the capstone (ACED4160) course and local employer feedback from internships. Also increased advising effeciency with the prerequisite change, because of the need for fewer substitution forms.

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Approvals:	
Dept. Head: *Reynald L Martin*	Date: 2/19/10
College/Division Exec. Comm.: *Javia M Beffer*	Date: 2/24/10
Dean/Director: *Javia M Beffer for JMC*	Date: 2/24/10
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ACED 3400--Applied Computer Technology
3 semester hours

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

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REQUIRED TEXTBOOK

Beskeen, Cram, Duffy, Friedrichsen, & Wermers. (2008) Microsoft Office 2007 Illustrated
Second Course, Windows Vista, Thomson Course Technology, Boston, MA.

Recommended Media: Jump drive or USB

COURSE DESCRIPTION

Prerequisite: ACED 2400 or CS 1000 or instructor consent.
Development of intermediate and advanced skills in the use of spreadsheet, database, and
presentation software. Emphasis placed on creation of computer projects appropriate to the
student's major.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS(CFS)

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

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

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

COURSE OBJECTIVES

(Numbers in parentheses following each objective refer to the College of Education Conceptual
Framework Standards). Upon completion of this course, the student will be able to:

1. Demonstrate a mastery of basic system commands and concepts used in the Windows
   Vista environment. (I, V)
2. Use database software packages to prepare and print mailing labels and form letters to be
   used for mass mailings. (I,V)
3. Use a linear presentation software package incorporating text and graphics to prepare on
   screen class presentations, transparencies, class note-taking handouts, and speaker notes.
   (I, II, V)
4. Use the advanced functions of an electronic spreadsheet package to construct
   sophisticated worksheets for budgeting and grading projections as well as graphs and
   charts for educational presentation material. (I,V)
5. Use a database management software package to set up class projects where students
   create, manipulate, print, and maintain data files, for illustrative groups of students. (I,V)

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POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE: The student will earn the letter grade "F" for the course.
- THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

SPECIAL NEEDS STATEMENT

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

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

INSTRUCTOR CONTACT INFORMATION

Name:	Dr. David Seiler, Assistant Professor
Phone:	333-5652
Office:	Room 213 Education Center
Email:	daseiler@valdosta.edu
Alternate:	dave.seiler@yahoo.com
Office Hrs:	TBA

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Revision: ACED	**Faculty Member Requesting Revision:** Dr. J. D. Thomerson

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

ACED 3700: Desktop Publishing

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

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

Semester/Year to be Effective: Fall 2010	**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: Inclusion of CS 1000 eliminates the need to fill out many course substitution forms before students can take ACED 3700. The CS 1000 course prepares students for ACED 3700 adequately and if it is included as a possible prerequisite course it makes registration much easier for students when using Banner.

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Plans for assessing the effectiveness of the course: Assessments will not change with this revision.

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Approvals:	
Dept. Head: *Reynald L Martin*	Date: 2/19/10
College/Division Exec. Comm.: *Julia M. Buffer*	Date: 2/24/10
Dean/Director: *Julia M. Buffer for JML*	Date: 2/24/10
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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ACED 3700
Desktop Publishing
3 semester hours

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College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOK

None

COURSE DESCRIPTION

Prerequisite: ACED 2400 or CS 1000, or instructor consent.
Development of desktop publishing concepts and their application
to the modern office. Basic, intermediate, and advanced
features of various page design programs will be used to create
various business-related documents.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS(CFS)

The following College of Education Conceptual Framework
Standards will be addressed in this course:

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

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

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

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

COURSE OBJECTIVES

(Numbers in parentheses following each objective refer to the
College of Education Conceptual Framework Standards)

1. Demonstrate skills in the basic features of working with text
   in page layout software packages InDesign, Publisher, and
   Word. This would include such concepts as placing text from
   outside word processors and Story Editor, formatting text, and
   working with text blocks. (I, II, III, V)
2. Demonstrate skills in the basic features of working with
   graphics in page layout software packages InDesign, Publisher
   and word. This would include such concepts as creating

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graphics with the Toolbox, using clipart graphics, placing graphics, resizing and cropping graphics, and wrapping text around graphics. (I, II, III, V)

3. Demonstrate skills in the intermediate features of page layout software packages InDesign, Publisher and Word, such as the use of templates, use of paragraph styles, tabs, and document enhancements. (I, II, III, V)

4. Apply basic graphic design principles. (I, II, III, V)

5. Design and create newsletters, flyers, and brochures applying all techniques. (I, II, III, V)

REQUIREMENTS

Complete hands-on computer exercises, projects, and tests using the software packages InDesign, PageMaker, and Publisher. (Course Objectives 1 - 5)

COURSE EVALUATION

The final course grade will be calculated as follows:

Classwork/Homework Assignments = 30% of course grade (Obj. 1-5)
Examinations (Two) = 50% of course grade (Obj. 1-5)
Project = 20% of course grade (Obj. 1-5)

Grading Scale: 90 - 100 = A
               80 - 89 = B
               70 - 79 = C
               60 - 69 = D
               Below 60 = F

PLAGIARISM AND CHEATING

The following penalties will be enforced:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc. The student will also not be eligible to receive an "A" for the course.

SECOND OFFENSE: The student will earn the letter grade of "F" for the course.

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ATTENDANCE POLICY

Absences, for whatever reason (excused or unexcused), will be
handled in the following manner:

Up to 3 hours = Final course average will not be affected.
    4 hours = 2 points deducted from final course average.
    5 hours = 4 points deducted from final course average.
    6 hours = 6 points deducted from final course average.
    7 hours = 8 points deducted from final course average.
    8 hours = 10 points deducted from final course average.
    9 hours = 12 points deducted from final course average.
    10 hours= Student dropped from class roll with grade of F.

NOTE: THE CALCULATIONS ABOVE ARE FOR HOURS, NOT DAYS FOR
ABSENCES. IF YOU LEAVE CLASS EARLY, THE TIME COUNTS AS ABSENTEE
TIME. ALSO, THREE (3) TARDIES = 1 HOUR OF ABSENCE.

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications
because of a documented disability should discuss this need
with the professor at the beginning of the semester. Students
not registered with the Special Services Program must contact
the Access Office for Students with Disabilities located in
Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348
(TTY).

PLEASE NOTE:

1. Students will need to purchase (1) jump drive.

2. It is expected that each student will complete all
   assignments on time. Late assignments will carry a penalty
   of 50 percent deduction of the total assignment points **before**
   grading. Work will be accepted for grading no later than one
   class meeting after due date.

3. There will be NO MAKEUP for missed examinations unless a
   student has made prior arrangements with the professor. For a
   missed examination, the exam grade will be zero (0).

4. If a student misses a class, the student is responsible for
   all material that was covered in the class.

5. It will be necessary to attend "open lab" to complete the
   assignments. The hours for the computer labs are posted.
   Smoking, food, and drinks are NOT ALLOWED in the computer
   labs at any time!

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6. It is the instructor's opinion that "group computing" is an effective learning experience for only one member of the group--the one who does the work. **Warning:** Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! **This is cheating**.

INSTRUCTOR

Dr. J. D. Thomerson

Telephone: **259-5095**
Office: **Room 287, Education Center**
e-mail: **jthomers@valdosta.edu**

Office hours as posted on door

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. F. W. Polkinghorne

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

ACED, Office Management , 4050

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title: Office Management	Course Title: Workforce Development and Management
Prerequisites:	
Co-requisites:	Prerequisites: Overall GPA of 2.3
	Co-requisites:
Course Description: Fundamentals of organizational behavior and management applied to the administration of the modern office. Topics include techniques of supervision, personnel problems, office productivity, ethics, and current legislation. Use of the case methods in solving problems encountered in the office.	Course Description: Fundamentals of organizational behavior, management, and training; examined through the applied context of business education, office adminstration, technology, and training. Topics include functions of management, education, legislation, personnel, supervision and training.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2010	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: Reduces overlap among existing courses.

☐ Adopting current best practice(s) in field:

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

☐ Other:

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Plans for assessing the effectiveness of the course: SOI and comprehensive program evaluation.

Approvals:	
Dept. Head: *Reynold L Marlin*	Date: 2/19/10
College/Division Exec. Comm.: *Julia M. Coffee*	Date: 2/24/10
Dean/Director: *Julia M. Coffee for JML*	Date: 2/24/10
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(Adapted From the Georgia Systematic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Instructor Contact Information:
Dr. Frederick W. Polkinghorne, Ph.D.   Office: 229-249-2778
Assistant Professor, Dept. Adult and Career Education   fwpolkinghorne@valdosta.edu
Education Center, RM 2105
Office Hours: TBD

Course Description:
Prerequisite: Overall GPA of 2.3. Fundamentals of organizational behavior, management, and training; examined through the applied context of business education, office adminstration, technology, and training. Topics include functions of management, education, legislation, personnel, supervision and training.

General Education Outcome:
#1: <u>Students will demonstrate understanding of the society of the United States and its ideals</u>. They will possess the requisite knowledge of the society of the United States, its ideals, and its functions to enable them to become informed and responsible citizens. They will understand the connections between the individual and society and the roles of social institutions. They will understand the structure and operational principles of the United States government and economic system. They will understand United States history and both the historical and present role of the United States in the world.

8 <u>Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems</u>. They will recognize and understand issues in applied ethics. They will understand their own value systems in relation to other value systems. They will judge values and practices in a variety of disciplines.

Textbooks/Course Requirements:
To be determined

Course Evaluation:

Examinations	45 percent
Homework (cases, papers, & projects)	30 percent
Discussion/Attendance	15 percent
Final Examination (Electronic Submission)	10 percent

Grading Scale: A=90-100 B=80-89   C=70–79 D=60-69 F=<60

Course Objectives:
Upon completion of this course, the student will be able to:
   1. Discuss the four major functions of workforce development management

   2. Solve workforce development problems based on management theory and current legislation

   3. Discuss the application of systematic decision making to industry scenarios

   4. Utilize workforce development management vocabulary to solve complex problems

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5. Synthesize current workforce development and management literature with workforce practice

6. Develop systematic problem-solving models for common issues in workforce development and management

7. Develop projects based on training theory and practice

Course Activities:
1. There will be four theory examinations in this course. The examinations will be based upon material covered in the textbook, handouts, lectures, and class discussions. (1-7)

2. Each student will complete homework assignments and class projects. These assignments and projects will be based upon the material in the textbook and information provided in class lectures. (1-7)

3. Each student will actively participate in class discussions related to workforce development and management. (1-7)

Attendance Policy:
Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20 percent of the classes will be subject to receiving a failing grade for the course.

General Policies:
All work is to be submitted on time unless arrangements have been made with the professor **prior to the assignment's due date**. Homework must be turned in by the beginning of the class on the day which it is due. Unless prior arrangements have been made with the professor, late assignments will carry **a penalty of 25 percent** deduction of the total assignment points before grading. Work will be accepted for grading no later than one class meeting after the due date. Homework will not be accepted after that time and a grade of zero will be posted.

There will be no makeup for examinations unless a student has made prior arrangements with the professor. If a student misses an examination and permission has not been granted for a makeup exam by the professor, the grade for that student's missed examination will be ZERO (0).

College of Education Conceptual Framework Standard (CFS):
I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

Dewar College of Education
POLICY STATEMENT ON PLAGIARISM

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

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

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

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

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

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

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications because of a documented disability must contact the

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Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

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REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult and Career Education	Dr. Mary S. Willis

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

ACED 4070

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites: Grade of "C" or better in ACED 2050, ACED 3000, and ACED 2000 or Exemption. Co-requisites:	Prerequisites: Grade of "C" or better in ACED 2050 and ACED 3000; overall GPA of 2.3; restricted to OAT and BE Majors. Co-requisites:
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2010	Every Fall and Spring Semester

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

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

☒ Improving student learning outcomes: Raising the GPA requirement for this 4000-level course will motivate students to earn higher grades in prerequisite courses, which will prepare them better for this capstone course.

☐ Adopting current best practice(s) in field:

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

☒ Other: Based on the growth of both OAT and BE programs, without additional faculty to support the growth, our students' ability to register for this 4000-level course is jeopardized by the enrollment of students outside the major. ACED 2000 is a prerequisite for ACED 3000, so stating it as a prerequisite of this course is redundant.

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Plans for assessing the effectiveness of the course: Student course evaluations; grades on projects, assignments, and exams; verbal feedback.

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Approvals:		
Dept. Head: _Reynold L Martin_	Date: _2/19/10_
College/Division Exec. Comm.: _Julia M Coffee_	Date: _2/24/10_
Dean/Director: _Julia M Coffee for JML_	Date: _2/24/10_
Graduate Exec. Comm.:	
(for graduate course)	Date:
Graduate Dean:	
(for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

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ACED 4070
OFFICE APPLICATIONS
3 Semester Hours

* *

College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

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

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

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

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

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

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

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

REQUIRED TEXTS (THE BOOKSTORE WILL SEND BACK ANY UNSOLD BOOKS)

1) The Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting,
   Tenth Edition Author: William A. Sabin   ISBN: 0-07-293653-3
   Description: ©2005 / Spiral-With-Flap Binding / 704 pages

2) Gregg Reference Manual Comprehensive Worksheets: This set of worksheets provides exercises
   that cover all 18 sections in the manual. Included are problems involving the formatting of letters,
   memos, and other business documents.

   The Comprehensive Worksheets accompanying The Gregg Reference Manual are available for
   download on this Web site, free of charge.

   http://highered.mcgraw-hill.com/sites/0072936533/information_center_view0/

Comprehensive Worksheets (712.0K)
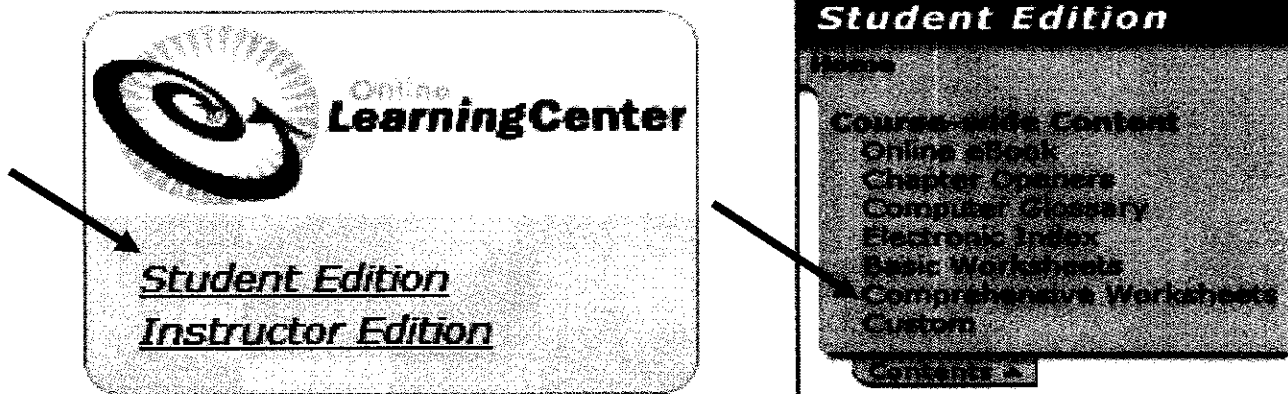
3) Henne, A. (2007). <u>Intensive records management</u> (5th ed.) Cincinnati, OH: South-Western

4) Slater, Jeffrey (2007). Practical business math, **BRIEF 9TH EDITION**. Boston, MA: McGraw-Hill.

COURSE DESCRIPTION

Prerequisites: Grade of "C" or better in ACED 2050 and ACED 3000; overall GPA of 2.3; restricted to OAT and BE Majors.

Focus on three major aspects of office administration—machine transcription, records management, and business calculations. Emphasis in the course is on keying a variety of business documents from machine transcription, completing a records management simulation, and solving business mathematics problems using the electronic calculator and other methods.

VALDOSTA STATE UNIVERSITY GENERAL EDUCATION OUTCOMES **(GEO)**

3. Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology, possess basic working knowledge of a computer operating system, be able to use at least two software tools, and be able to find information using computer searching tools.

4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES **(CFP)**

The following College of Education Conceptual Framework principles will be addressed in this course:

1. The teacher understands the central concepts, tools of inquiry, and structures of the fields of knowledge he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

4. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking, problem solving, and performance skills.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, including technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.

COURSE OBJECTIVES

(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Principles)

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

1. Demonstrate positive employability skills and work habits. (CFP# 1)

2. Correctly apply grammar, punctuation, confusing words, and business letter styles. (GEO# 4; CFP# 1, 4, 6)

2. Demonstrate proficiency in transcribing documents using a computer and transcription equipment and correcting errors in punctuation, spelling, formatting, keying, and word usage striving to make each document mailable (error free and in correct format). (GEO# 3, 4; CFP# 6)

4. Demonstrate an understanding of the records management cycle, what it includes, and why it is important. (CFP# 1)

5. Understand and apply the basic principles and procedures for effective document filing and retrieval. (GEO# 4; CFP # 1, 4)

6. Demonstrate the ability to apply filing rules in the completion of filing exercises and examinations. (CFP# 1, 4)

7. Create an electronic records management file. (GEO# 3; CFP# 6)

8. Demonstrate proficiency in using the touch system for the ten-key electronic calculator in performing the fundamental processes of addition, subtraction, multiplication, and division rapidly and accurately. (CFP# 1)

9. Use a systematic approach to solve word problems involving basic business mathematical concepts. (CFP# 1, 4)

10. Demonstrate proficiency in reconciling selected bank records. (CFP# 1, 4)

11. Understand the various methods of computing finance charges and the advantages and disadvantages of each method. (CFP# 1, 4)

SPECIAL NEEDS STATEMENT

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

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (V/VP) and (229) 219-1348 (TTY).

INSTRUCTOR
Dr. Mary S. Willis   Telephone: 333-5631 (office)
Office: Room 1124 Dewar Education Center
E-mail: mwillis@valdosta.edu   FAX: (229) 219-1354

ATTENDANCE POLICY (SICK LEAVE/ABSENTEE/TARDY POLICY)

Regular attendance is a positive employability skill, and because this is job training, as a student/employee you are expected to attend all regularly scheduled class meetings. **The unexcused absence or "cut" is not regarded as a student/employee privilege.**

The Board of Regents policy on absenteeism will be enforced. This information is printed in the VSU catalog for your review. In accordance with this policy, **any student who misses more than 20% of the scheduled class time (by absences or tardies) will be dropped with a grade of F in the course. This means that you cannot miss more than 6 hours of class time FOR ANY REASON!** If you are late to class by more than 15 minutes or leave class more than 15 minutes early, the time counts as absentee time (each 15 minute increment = ½ hour of absence).

This is the only "leave time" you are entitled to without possibility of being dropped for attendance violation by midterm or failing the class altogether after midterm. You must plan your "leave time" accordingly. If you discover that you cannot attend this class at the scheduled times, (for whatever reason) it would be in your best interest to drop the course by midterm before 5 p.m.

A Conscientious Employee Is Prepared When He/She Arrives at Work – This Class Is To Be Treated With The Same Seriousness As You Would Treat Your Job Upon Graduation

1. Bring your book and jump/flash drive EVERY DAY.

2. It is expected that each student will complete all assignments on time. (ASSIGNMENTS WHICH ARE DUE AT THE BEGINNING OF THE CLASS PERIOD SHOULD BE ALREADY PRINTED AND IN MY BOX BY THE TIME CLASS STARTS.) Assignments are assessed a **25 percent penalty if turned in after I collect them from the basket on the due date and a 50 percent deduction if turned in on the next day.** Assignments which are due and not in the basket by the time I leave the classroom will be counted as late and must be taken to the Departmental Office, Room 212, Education Center.

3. There will be **NO MAKEUP** for missed examinations and class work unless you have made **prior arrangements with the professor or have a verifiable doctor's excuse.** For a missed examination, the exam grade will be zero (0).

4. I don't give make up work or extra credit assignments. If I do it for you, I'll have to do it for all students, all classes.

5. **If you miss a class, must work through the hands-on exercises on your own time. You will have a problem completing the assignments if you skip related textbook information. YOU are responsible for all material and handouts covered on the date(s) you are absent. When you are absent, your assignments will still be due on the date that is printed on the class schedule which you will be given. You won't get extra time to turn in assignments just because you were absent from class. Only those students who are absent with a valid medical excuse will be granted an extension if necessary.**

6. It will be necessary to attend "open lab" to complete the assignments. I WILL DISCUSS AND

DEMONSTRATE YOUR ASSIGNMENTS IN CLASS; YOU WILL COMPLETE THEM OUT OF CLASS. The hours for the computer labs will be posted. Smoking, food, and drinks are NOT ALLOWED in the computer labs at any time!

7. No work for other classes, Facebooking, My Space communication, Netsurfing, Instant messaging, logging on to music stations and videos, or listening to IPODS shall be done during the allocated time for ACED 4070.

8. Cell phones and pagers should be turned to silent. If you are expecting an emergency communication, let me know.

POLICY ON PLAGIARISM AND CHEATING AND STUDENT MISCONDUCT

There will be **NO TOLERANCE** for student misconduct in class or for plagiarism, cheating on assignments and other forms of academic dishonesty. NO CREDIT WILL BE GIVEN FOR DUPLICATE OR SHARED WORK. If you share a computer with another ACED 4070 student, you must each make a folder for your work. Do not turn in someone else's work as your own or allow someone else to copy your work or your disk!

A. Academic Integrity Violations

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.

2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.

3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.

5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.

- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

6. Offenses such as buying and selling papers or stealing an exam will result in immediate dismissal from the program with a grade of "F" and referral to the VSU judicial Committee).

From VSU's Academic Integrity Code (the full code is available at
 http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

In instances of student misconduct, plagiarism, cheating (or aiding in cheating):
- ✓FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc. Further, a Concern Form will be completed and sent to the student's advisor, the Head of the Department, and to the Vice President for Student Affairs. (First time serious offenses such as buying and selling papers or stealing an exam will result in immediate dismissal (with a grade of "F") from the course and referral to the VSU judicial Committee).
- ✓SECOND OFFENSE: Official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.

DRESS CODE POLICY

ACED 4070 is a senior-level professional course. You are an impending graduate who is in training to become an office professional. It is our goal to assist you in developing a more professional mindset about your appearance. Therefore, males and females should remove hoods, hats, baseball or skull caps, bandanas, and doo-rags upon entry into the classroom. Sagging pants, athletic shorts, tank tops, undershirts ("wifebeaters"), blouses which show cleavage, and pajamas should not be worn to this class by either males or females.

Business Tips by Burleson Consulting   http://www.dba-oracle.com/dress_code.htm

With today's young people going into "Body Art", the question arises about how these people can advance within American professional careers. Some corporations maintain a strict policy against visible tattoos, especially companies that must make a good impression on the general public.

Dress Codes Are Protected By Law. Remember, employers in the USA have a legal right to ask you to adhere to dress codes:

"A person can be fired because the company doesn't like your shoes," explains Robert D. Lipman, who manages the New York employment firm Lipman & Plesur, LLP . . .

"People say 'This is America. We should be able to do what we want.' But I tell them that once you walk into a private employer's workplace, your rights are limited."

REQUIREMENTS

1. Successfully complete a unit on machine transcription consisting of spelling, proofreading, English and grammar worksheets and keying a variety of documents IN the correct format.

2. Successfully complete a number of exercises to demonstrate knowledge of specific filing rules.

3. Successfully complete business mathematics worksheets and calculator exercises to demonstrate knowledge of specific math concepts.

4. Achieve an adequate score on the end of unit exam which will be given at the culmination of each of the units to be covered (transcription, records management, business mathematics).

EVALUATION

Machine transcription Worksheets and Exam(s) (Objectives 1 and 2)	35%
Filing Unit Worksheets and Exam(s) (Objectives 3-5)	35%
Practical Business Math Worksheets and Exam(s) (Objectives 6-15)	30%
	= 100%

Tutorials and Assignments: You will also be required to proofread each lesson before submitting it. Omissions and errors will lower the grade you receive on your class assignments. Points will be deducted as follows: -5 each major formatting error, -3 each minor formatting error, -2 each spelling/typographical error.) Also, make sure you have included all jobs for each lesson. (You will lose points for each exercise that is omitted.)

Final Grading Scale

90 —100 = A	80 — 89 = B	70 — 79 = C	60 —69 = D	Below 60 = F

THE FINAL EXAM WILL BE GIVEN AT THE SCHEDULED EXAM DATE AND TIME ESTABLISHED BY THE UNIVERSITY AND PRINTED IN THE COURSE SCHEDULE.

EXAM DATE & TIME:_____

SEMESTER EVALUATION METHOD FOR ACED 4070

	A	B	C	D
1		**TRANSCRIPTION UNIT**		
2	**35% of Final Grade**			Transcription Unit
3	Homework	Transcription	Exam	Average
4	=AVERAGE*20%	=AVERAGE*30%	=AVERAGE*50%	=(A4+B4+C4)*35%
5				
6		**RECORDS MANAGEMENT UNIT**		
7	**35% of Final Grade**			Filing Unit
8	Worksheets		Exam	Average
9	=AVERAGE*30%		=AVERAGE*70%	=(B11+C11)*35%
10				
11		**PRACTICAL BUSINESS MATH UNIT**		
12	**30% of Final Grade**			Business Math Unit
13	Worksheets	Calculator Tech.	Exam(s)	Average
14	=AVERAGE*25%	=AVERAGE*10%	=AVERAGE*65%	=(B18+C18)*30%
15				
16		**Overall Grade**		**=D4+D11+D18**

FILE COPY - COMPLETE PAGE 10 (ON BACK), DETACH, AND RETURN THIS PAGE TO DR. WILLIS

POLICY ON PLAGIARISM AND CHEATING AND STUDENT MISCONDUCT

There will be **NO TOLERANCE** for student misconduct in class or for plagiarism, cheating on assignments and other forms of academic dishonesty. NO CREDIT WILL BE GIVEN FOR DUPLICATE OR SHARED WORK. If you share a computer with another ACED 4070 student, you must each make a folder for your work. Do not turn in someone else's work as your own or allow someone else to copy your work or your disk!

A. Academic Integrity Violations

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.

2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.

3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.

5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

6. Offenses such as buying and selling papers or stealing an exam will result in immediate dismissal from the program with a grade of "F" and referral to the VSU judicial Committee).

From VSU's Academic Integrity Code (the full code is available at
 http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

In instances of student misconduct, plagiarism, cheating (or aiding in cheating):

- ✓FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc. Further, a Concern Form will be completed and sent to the student's advisor, the Head of the Department, and to the Vice President for Student Affairs. (First time serious offenses such as buying and selling papers or stealing an exam will result in immediate dismissal (with a grade of "F") from the course and referral to the VSU judicial Committee).
- ✓SECOND OFFENSE: Official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.

DRESS CODE POLICY

ACED 4070 is a senior-level professional course. You are an impending graduate in training to become an office professional. Therefore, no hoodies or baseball caps, bandanas, doo-rags, sagging pants, tank tops, undershirts ("wifebeaters") or pajamas are to be worn to this class by either males or females. Hair should be neatly groomed.

The rules and policies for ACED 4070 have been discussed with me, and I understand them as presented.

Print Last Name:_____ **First Name:**_____

Signature:_____ **(RETURN TO DR. WILLIS)**

ABSENCES AND TARDIES_____

SEMESTER EVALUATION METHOD FOR ACED 4070

	A	B	C	D
1		**TRANSCRIPTION UNIT**		
2	**35% of Final Grade**			Transcription Unit
3	Homework	Transcription	Exam	Average
4	=AVERAGE*20%	=AVERAGE*30%	=AVERAGE*50%	**=(A4+B4+C4)*35%**
5				
6		**RECORDS MANAGEMENT UNIT**		
7	**35% of Final Grade**			Filing Unit
8	Worksheets		Exam	Average
9	=AVERAGE*30%		=AVERAGE*70%	**=(B11+C11)*35%**
10				
11	**PRACTICAL BUSINESS MATH UNIT**			
12	**30% of Final Grade**			Business Math Unit
13	Worksheets	Calculator Tech.	Exam(s)	Average
14	=AVERAGE*25%	=AVERAGE*10%	=AVERAGE*65%	**=(B18+C18)*30%**
15				
16		**Overall Grade**		**=D4+D11+D18**

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 02/04/2010 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Adult & Career Education	Dr. Marcella G. Prater

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

ACED 4160 Administrative Office Procedures

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

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites: ACED 3000 and ACED 3400	Prerequisites: Grade of "C" or better in ACED 2050, ACED3000, and ACED 3400; overall GPA of 2.3; restricted to OAT and BE Majors.
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2010	Every Fall and Spring Semester

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

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

☒ Improving student learning outcomes: Raising the GPA requirement for this 4000-level course will motivate students to earn higher grades in prerequisite courses, which will prepare them better for this capstone course.

☐ Adopting current best practice(s) in field:

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

☒ Other: Based on the growth of both OAT and BE programs, without additional faculty to support the growth, our students' ability to register for this 4000-level course is jeopardized by the enrollment of students outside the major.

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Plans for assessing the effectiveness of the course: Student Opinion of Instruction surveys; grades on projects and assignments; verbal questions and answers; teacher observation; lower course failure rate.

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Approvals:	
Dept. Head: *Reynald L Martin* (signature)	Date: 2/19/10
College/Division Exec. Comm.: *Julia M. Griffee* (signature)	Date: 2/24/10
Dean/Director: *Julia M. Griffee for JML* (signature)	Date: 2/24/10
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ACED 4160
Administrative Office Procedures
3 Semester Hours

* *

College of Education
Valdosta State University
Department of Adult & Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished
Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

REQUIRED TEXTBOOKS
Cooperman, Susan (2009). Professional Office Procedures, Fifth Edition. Prentice Hall. ("POP"). Please make sure you are purchasing the FIFTH edition – we will not be using the fourth edition.

RECOMMENDED TEXTBOOK
Savin, William A. (2005). The Gregg Reference Manual. 10th Edition. NY: Irwin McGraw Hill.

COURSE DESCRIPTION
Prerequisite: Grade of "C" or better in ACED 2050, ACED 3000, and ACED 3400; overall GPA of 2.3; restricted to OAT and BE majors.

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Development of increased awareness of the role and scope of the administrative assistant position. This course will focus on basic and expanded job responsibilities, professionalism, and performance of simulated office activities.

GENERAL EDUCATION OUTCOMES (GEO)

1. Students will demonstrate cross-cultural perspectives and knowledge of other societies. (CFS 1; CO 4, 9, 12)
2. Students will use computer and information technology when appropriate. (CFS 1; CO 6-8)
3. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems. (CFS 1; CO1-3, 5, 9, 12)

SELECTED EDUCATION OUTCOMES (SEO)
BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ADMINISTRATIVE SERVICES

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such higher-level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer-technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

SELECTED EDUCATION OUTCOMES (SEO)
BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN BUSINESS EDUCATION

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES (CFS)

The following College of Education Conceptual Framework Principles will be addressed in this course:

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

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COURSE OBJECTIVES

(Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Principles.) Upon completion of this course, the student will be able to:

1. Determine the importance of utilizing time well, establish effective time management techniques, and identify time wasters. (CFS 1; GEO 3)
2. Identify the role and responsibilities of the office professional. (CFS 1; GEO 3)
3. Identify and use effective decision-making techniques. (CFS 1; GEO 3)
4. Demonstrate proper business etiquette. (CFS 1; GEO 1)
5. Recognize the importance of ethical behavior and identify characteristics of an ethical organization and traits of an ethical employee. (CFS 1; GEO 3)
6. Have formatting expertise with a variety of realistic business documents—letters, reports, budgets, electronic calendars, etc.—from a variety of source copies. (CFS 1; GEO 2)
7. Describe the types of telephone systems, equipment, and features available and use of proper telephone techniques. (CFS 1; GEO 2)
8. Identify the responsibilities of the office professional for meetings and conferences. (CFS 1; GEO 1, 3)
9. Describe the duties associated with executive travel including travel arrangements, itineraries, and expense reports. (CFS 1; Geo 1)
10. Identify the classes and special services of mail and determine which class should be used when preparing outgoing mail. (CFS 1; GEO 2)
11. Identify ways to handle stress on the job and to deal with conflict on the job. (CFS 1; GEO 1, 3)
12. Be able to use the basic functions of e-mail, calendar, tasks, and contacts features of Outlook. (CFS 1; GEO 2)
13. Recognize the difference in cultures and their influence on office administrative procedures.

COURSE REQUIREMENTS/GRADING PROCEDURE

TASKS	POINTS
Final Exam	150
Travel Project	100
20 Software Applications	400
Outlook Assignments	60
Grammar/Punctuation Reviews	140
Queendom.com Self Assessments	40
Harvard Implicit Association Test	10
Various Writing Assignments	100
TOTAL	1000

Grading Scale: A=896-1000 B=796-395 C=696–795 D=596-695 F=Below 596

FINAL EXAM: _____

REQUIRED MEDIA

Flash drive with at least 2 GB of space dedicated to this class

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METHOD OF DELIVERY

Course materials and many activities for this course will be available over the Internet using the BlazeVIEW platform.

- Students will actively interact with each other, the instructor, the content, and the BlazeVIEW interface.

- The instructor will utilize Learning Modules in BlazeVIEW for such course components as: announcements, readings, asynchronous discussions, synchronous chats, email communications, and assignments.

- Students are asked to check BlazeVIEW announcements and email at least twice a week.

- If you are planning to use your own computer to access materials or submit work for this course, it is your responsibility to visit the Distance Learning VSU Vista Website at http://www.valdosta.edu/vista/requirements.shtml to ensure that all software and equipment requirements are met BEFORE the class begins.

COMMUNICATION POLICY

Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Please feel free to stop by during your professor's office hours or email her if you have a question or problem that you would like to discuss in private.

Your professor is frequently online at different times during the week (except possibly on week-ends or holidays). Any time that you are in BlazeVIEW, you can check to see if your professor has BlazeVIEW open. If so, you can initiate a chat invitation if you need to talk one-on-one. To help insure that we can communicate effectively throughout the semester:

- Please send your emails through the email tool of your course in BlazeVIEW. This account will be checked daily. BlazeVIEW email automatically provides a list of class participants (including your professor) to ensure that the message goes to the correct address. It also places a copy in the sender's BlazeVIEW email account.

- As a courtesy, ALWAYS include a descriptive subject line with your email messages and sign your full name at the end of your message.

- If for some reason the BlazeVIEW server is down, and you cannot access it to send an email message, feel free to use your BlazeNET email account to send a message to your professor at _____. You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.

- If BOTH the BlazeVIEW and BlazeNET servers are down, you may email your professor at

  _____ .

- Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on week-ends or holidays).

ATTENDANCE POLICY

While there may be many excellent reasons why you must miss class, there are no excused absences. An absence is an absence regardless of the reason. Therefore, you do not need to explain why you are absent.

All work is to be submitted on time. If a student misses a class, s/he is still responsible for all material that was covered in the class, and any assignment will have the same due date as the class.   It is the student's responsibility to check the course calendar, or to contact the instructor, if absent.

Absences will be handled according to University guidelines. A student who misses more than 20% of class may be dropped from the roll with a grade of an F. Three tardies make one absence.

If a student is absent, S/HE SHOULD ARRANGE TO HAVE ANY ASSIGNMENT DUE DELIVERED BY CLASS TIME TO AVOID LATE PENALTY. Late assignments will carry a penalty of 50 % (of total assignment value) for each day an assignment is late, unless approved otherwise.

GENERAL RULES AND OTHER INFORMATION
In addition to the text, students will need to purchase a jump drive for use in class. Use your books as you progress throughout the course – textbooks are required.

Do not allow others to copy your work or your disk. Dishonesty can result in both parties receiving a grade of 0 on the assignment, a course grade of "F", or referral to a University official. THIS IS CONSIDERED CHEATING!

Do not access any directory or software other than your own unless permitted by the

All written assignments will be typed, double space, 1" margins, unless instructed otherwise.

DEWAR COLLEGE OF EDUCATION
POLICY STATEMENT ON PLAGIARISM
PLAGIARISM AND CHEATING
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.

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:
1. no student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. no student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. no student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. no student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the university.
5. no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.

Some typical examples of plagiarism are:
- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Submitting a work that has been purchased or otherwise obtained from an internet source or
- another source.
- incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.
The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website
(http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

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

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

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

Warning: Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! This is cheating. It is wise to save all of

your lab assignments on your disk. Do not access any files or directories other than your own or those requested by the instructor.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. They strongly encourage students to make use of their services. You may contact them at 229-333-7570 or email ssc@valdosta.edu.

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

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

PROFESSOR

Name:
Phone:
Office:
    Email:

    Alternate:

    Web site:

Office Hrs:

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