VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 7, 2011

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
March 7, 2011

1. Minutes of the February 14, 2011 meeting. (pages 1-7) approved by email February 17, 2011.

2. **COLLEGE OF THE ARTS**
   a. New course PERS 2360 (pages 8-13)

3. **COLLEGE OF EDUCATION**
   a. Revised catalogue copy - admission requirements for the MED in Educational Leadership – Tracks – Higher Education Administration and Student Affairs (pages 14-16)
   b. Revised catalogue copy - admission deadline for the MED in Educational Leadership – Tracks – Higher Education Administration and Student Affairs (pages 17-19)

4. **COLLEGE OF ARTS AND SCIENCES**
   a. Delivery notification of the BGS degree (page 20)
   b. New course ENGL 2010 (pages 21-32)

5. **Miscellaneous**
   a. New degree program proposal for the BS in Organizational Leadership (pages 33-47)
   b. Strategic Focus and New Academic Program funding request process (page 48)

6. **Pending items**
   a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
   b. Revised course CHEM 1010 – USG General Education Council approval
   c. New course PERS 2760 – USG General Education Council approval (Dec 10 AC)
   d. BA in Legal Assistant Studies (online delivery) – BOR and SACS approval (Jan 10 AC)
   e. Revised course description ENGL 2110 – USG General Education Council approval (Dec 10 AC)
   f. Revised course description ENGL 2110H – USG General Education Council approval (Dec 10 AC)
   g. Revised course description ENGL 2130 – USG General Education Council approval (Dec 10 AC)
   h. Revised course description ENGL 2130H – USG General Education Council approval (Dec 10 AC)
   i. Revised program/major name for the EDS in Teaching Learning to EDS in Curriculum and Instruction – Track Teaching and Learning – Exemplary Teaching – Franchise schools and notification to GOML/INGRESS (FEB 11 AC)
   j. Revised program/major name for the MED in Accomplished Teaching to MED in Curriculum and Instruction – Track Accomplished Teaching – Franchise schools and notification to GOML/INGRESS (FEB 11 AC)
   k. New course ECON 1500H - must be approved by Business Education, Management, and Economics Advisory Committee and the USG General Education Council for inclusion in Area E of the VSU core (FEB 11AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 14, 2011

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 14, 2011. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Ray Elson (Proxy for Dr. Lai Orenduff), Dr. Luis Bejarano, Dr. Nathan Moates, Dr. Melissa Benton (Proxy for Dr. Deborah Weaver), Ms. Laura Wright, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Donna Cunningham, Dr. Nicole Gibson, Dr. Iris Ellis, Dr. Melissa Benton, Dr. Selen Lauterbach, Dr. Carol Rossiter, and Ms. Deborah VanPetten.

Members Absent: Dr. Lai Orenduff, Dr. Lucia Lu, Dr. Deborah Weaver, and Mr. Michael Elliot.

Visitors Present: Dr. Darrell Ross, Dr. Bob Gannon, Mr. Mike Savoie, Dr. Jim Shrader, Mrs. Teresa Williams, Dr. Maria Whyte, Ms. Bonni Cohen, Dr. James Humphrey, Ms. Gayle Taylor, Mr. Stephen Shirlock, Dr. Barbara Stanley, Dr. Don Leach, Dr. Wayne Plumly, Dr. Ivan Nikolova, Dr. Ofelia Nikolova, and Mr. Lee Bradley.

The Minutes of the January 24, 2011 meeting were approved by email on January 27, 2011. (pages 1-5).

A. Graduate School

1. Revised graduate school admissions for International students was approved effective Fall Semester 2011 with the following changes:
   a. Item 1 ...may request a paper application from the Graduate School at www.valdosta.edu/gradschool/ or in writing.
   b. Item 2 ...evaluation service in the USA must be completed. Web...
   c. Item 3 – delete from the beginning to the start of the TOEFL scores and replace with – Students who are non-native speakers of English, who transfer from an institution of higher education outside of the U.S. where English was not the language of instruction, are required to submit a TOEFL or ITLTS score or some other recognized evaluation of English along with their foreign credentials.
   d. Item 5 ..stamped by a bank official with an official seal. Copies... (Pages 6-11).

2. Revised Graduate School Admissions was approved effective Fall Semester 2011. (pages 12-14).

3. Revised Graduate Academic Standing and Regulations were TABLED (pages 520-522).

B. College of Arts and Sciences

1. Revised title, and description, Criminal Justice (CRJU) 7411, "Applied Statistics for Criminal Justice Research", (APPLIED STATS FOR CJRU RSEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 15-17).

2. Reactivation of CRJU 7350 Seminar in Forensic Investigation was approved effective Fall Semester 2011. (page 18).

3. New course, Biology (BIOL) 3350, "Environmental Science", (ENVIRONMENTAL SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011 with the effective date changed from 2010 to 2011. (pages 19-24).

C. Division of Social Work

1. Revised advanced standing graduation requirements for the MSW was approved effective Fall Semester 2011. (pages 25-26).

2. Revised MSW program Progression, Retention, Dismissal and Readmission Policies was approved effective Fall Semester 2011 with references to "WP" changed to "W". (pages 27-30).

3. Revised graduation requirements for the MSW was approved effective Fall Semester 2011. (pages 31-32).

4. Revised MSW Advanced Standing program Progression, Retention, Dismissal and Readmission policies were approved effective Fall Semester 2011 with references to "WP" changed to "W". (pages 33-36).

D. College of the Education

1. Revised admission requirement for the EDS – Educational Leadership was approved effective Fall Semester 2011 with the bullets changed to read:
   a. Bullet 1 – delete "Must hold"
   b. Bullet 3 – delete "Must" and change "currently" to "Current" (pages 37-39).

2. Revised recommendation requirements for the EDS in Educational Leadership was approved effective Fall Semester 2011. (pages 40-42).

3. Revised admission requirements for the Certificate in Educational Leadership was approved effective Fall Semester 2011. (pages 43-45).

4. Revised recommendation requirements for the Alternative Certification Track – MED in Middle Grades or Secondary Education was approved effective Fall Semester 2011. (pages 46-48).

5. Revised program/major name for the EDS in Teaching and Learning to EDS in Curriculum and Instruction – Track Teaching and Learning – Exemplary Teaching was approved effective Fall Semester 2011. (pages 49-51). ***Approval of the other franchise schools and notification to GOML/INGRESS***

6. Revised program/major name for the MED in Accomplished Teaching to MED in Curriculum and Instruction – Track Accomplished Teaching was approved effective Fall Semester 2011. (pages 52-54). ***Approval of the other franchise schools and notification to GOML/INGRESS***

7. Revised degree requirements for the EDS in Educational Leadership was approved effective Fall Semester 2011 with the correction on the spelling of "completing" . (pages 55-57). ***Pending Graduate Executive Committee***

8. New course, Education Leadership (LEAD) 8950, "Advanced Leadership Field Based Experiences IV", (ADV LDRSHIP FIELD EXP IV – 3-6 credit hours, 3-6 lecture hours, 0 lab hours, and 3-6 contact hours), was approved effective Fall Semester 2011. (pages 58-66).

9. Revised requirements for the Certificate in Educational Leadership was approved effective Fall Semester 2011 with the correction of the spelling of "completing". (pages 67-69).

E. College of the Arts

1. New course PERS 2360 (pages 70-74) TABLED

2. New course, Communication Arts (COMM) 7400, "Directed Study in Communication", (DIRECTED STUDY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 75-78).

3. New course, Mass Media (MDIA) 7400, "Directed Study in Mass Media", (DIRECTED STUDY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 79-82).

4. New course, Music (MUSC) 3101, "Advanced Diction I", (ADVANCED DICTION I – 1 credit hour, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with "Provides" deleted from the beginning of the course description. (pages 83-87).

5. New course, Music (MUSC) 3102, "Advanced Diction II", (ADVANCED DICTION II – 1 credit hour, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with "Provides" deleted from the beginning of the course description. (pages 88-92).

6. Revised degree requirements for the BM in Music Education – Track C – Voice was approved effective Fall Semester 2011. (pages 93-94).

7. Revised catalogue copy for the Department of Music was approved effective Fall Semester 2011. (pages 95-97). After the meeting this item was amended to replace M.M.Ed. with M.M.ED.

8. Revised degree requirements for the MMP degree was approved effective Fall Semester 2011. (pages 98-99).

9. New course, Music (MUSC) 7760, "Advanced Pedagogy of Orchestra Conducting", (ADV PED ORCH CONDUCTING

– 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2011. (pages 100-105).

10. New course, Music (MUSC) 7770, "Advanced Pedagogy of Wind Band Conducting", (ADV PED WIND BAND COND – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2011. (pages 106-111).

11. New course, Music (MUSC) 5101, "Graduate Diction I", (GRADUATE DICTION I – 1 credit hour, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with "Provides" deleted from the beginning of the course description. (pages 112-116).

12. New course, Music (MUSC) 5102, "Graduate Diction II", (GRADUATE DICTION II – 1 credit hour, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with "Provides" deleted from the beginning of the course description. (pages 117-121).

13. New course, Music (MUSC) 5851, "Wind Ensemble", (WIND ENSEMBLE – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 122-126).

F. College of Business

1. Reactivation of ACCT 3700 was approved effective Fall Semester 2011. (page 127).

2. New course, Business Administration (BUSA) 2106H, "The Environment of Business Honors", (ENVIRONMENT OF BUSINESS HONORS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 128-134).

3. New course, Economics (ECON) 1500H, "Survey of Economics Honors", (SURVEY OF ECONOMICS HONORS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 135-137). *** must be approved by Business Education, Management, and Economics Advisory Committee and the USG General Education Council for inclusion in Area E of the VSU core***

4. New course, Economics (ECON) 2105H, "Principles of Macroeconomics Honors", (PRIN OF MACROECONOMICS HONORS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 138-148).

5. New course, Economics (ECON) 2106H, "Principles of Microeconomics Honors", (PRIN OF MICROECONOMICS HONORS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the correction of the spelling of "individuals" in the description. (pages 149-158).

6. Revised course title and description, Business Administration (BUSA) 2000, "Introduction to Business", (INTRODUCTION TO BUSINESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 159-165).

7. Revised course description and credit hours, Computer Information Systems Management (CISM) 2201, "Fundamentals of Computer Applications", (FUNDAMENTALS OF COMPUTER APPLI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 166-168).

8. Revised Area F for the BBA degree was approved effective Fall Semester 2011. (pages 169-170).

9. Revised degree requirements – Required Senior Core for the BBA in Accounting was approved effective Fall Semester 2011. (pages 171-172).

10. Revised degree requirements – Required section for the BBA in Economics was approved effective Fall Semester 2011. (pages 173-174).

11. Revised degree requirements – Required Senior Core for the BBA in Finance was approved effective Fall Semester 2011. (pages 175-176).

12. Revised degree requirements – Required section for the BBA in International Business was approved effective Fall Semester 2011. (pages 177-178).

13. Revised degree requirements – Required section for the BBA in Management was approved effective Fall Semester 2011. (pages 179-180).

14. Revised degree requirements – Required section for the BBA in Marketing was approved effective Fall Semester 2011. (pages 181-182).

15. Revised course title, and description, Accounting (ACCT) 4800, "Auditing", (AUDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 183-185).

16. Revised degree requirements for the BBA in Accounting was approved effective Fall Semester 2011 with BUSA 2000 added to the list of courses in the Required Senior College Core section and ENGL 3010 changed to ENGL 2010. (pages 186-187).

17. New course, Finance (FIN) 4720, "Advanced Portfolio Management", (ADVANCED PORTFOLIO MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 188-194).

18. Revised degree requirements for the webMBA program was approved effective Fall Semester 2011 with the narrative changed to read ...exclusively by the approved course management system, plus a.... (pages 195-197).

19. Revised degree requirements for the MBA program was approved effective Fall Semester 2011 with the elective section changed to read ...two electives from MACC or MBA programs.. (pages 198-199).

20. New course, Master Business Administration (MBA) 7401, "International Business", (INTERNATIONAL BUSINESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 200-207).

21. New course, Master Business Administration (MBA) 7402, "International Economics", (INTERNATIONAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the effective changed from 2010 to 2011. (pages 208-216).

22. New course, Master Business Administration (MBA) 7403, "International Financial Management", (INTL FINANCIAL MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011 with the effective changed from 2010 to 2011. (pages 217-223).

23. New course, Master Business Administration (MBA) 7610, "Business Law", (BUSINESS LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 224-229).

24. Revised course prerequisite, Master Business Administration (MBA) 7050, "Strategic Marketing", (STRATEGIC MARKETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 230-232).

25. Revised course prerequisite, Master Business Administration (MBA) 7500, "Managerial Economics", (MANAGERIAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 233-235).

26. Revised course title, and description, Master Business Administration (MBA) 7630, "Leadership and Motivation", (LEADERSHIP AND MOTIVATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the last sentence of the description deleted. (pages 236-238).

G. College of Nursing

1. Revised degree requirements for the BSN-RN-BSN Pathway was approved effective Fall Semester 2011 with Guided Elective hours changed from 3-9 hours to 0-3 hours. (pages 239-241).

2. New course, Nursing (NURS) 3105, "RN-BSN Professional Nursing Development I", (RN-BSN PROF NURS DEVE I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the prerequisite move from the end of the description to the beginning and the corrected the spelling of "admission". (pages 242-248).

3. New course, Nursing (NURS) 3106, "RN-BSN Health Assessment Across the Lifespan", (RN-BSN HLTH ASSESS

LIFE – 3 credit hours, 2 lecture hours, 3 lab hours, and 5 contact hours), was approved effective Fall Semester. (pages 249-255).

4. New course, Nursing (NURS) 3216, "RN-BSN Health and Well-Being of Older Adults", (RN-BSN HLTH WELL OLDER ADULTS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2011 with the prerequisite move from the end of the description to the beginning and changed to read – Prerequisites: NURS 3106 with a grade of "C" or better. (pages 256-262).

5. New course, Nursing (NURS) 4105, "RN-BSN Professional Nursing Development II: Research and Evidence-Based Practices", (RN-BSN PROF NURS DEV II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the prerequisite move from the end of the description to the beginning and changed to read – Prerequisites: NURS 3105 with a grade of "C" or better. (pages 263-269).

6. New course, Nursing (NURS) 4204, "RN-BSN Community Health Nursing Care", (RN-BSN COMMUNITY HLTH – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2011. (pages 270-277).

7. New course, Nursing (NURS) 4205, "RN-BSN Professional Nursing Development III: Leadership & Management", (RN-BSN PROF NURS DEV III – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the prerequisite move from the end of the description to the beginning and changed to read – Prerequisites: NURS 3105 and 4105 with a grade of "C" or better. (pages 278-284).

8. New course, Nursing (NURS) 4226, "RN-BSN Professional Nursing Practice", (RN-BSN PROF NURS PRACTICE – 7 credit hours, 0 lecture hours, 14 lab hours, and 14 contact hours), was approved effective Fall Semester 2011 with the prerequisite move from the end of the description to the beginning and changed to read – Prerequisites: NURS 3105, 3106, 4105, and 4205 with a grade of "C" or better. (pages 285-290).

9. Revised special Admissions Requirements for the BSN in Nursing were approved effective Fall Semester 2011 with item number 3 deleted and following items renumbered. (pages 291-295).

10. New course, Nursing (NURS) 7450, "Clinical Procedures for Advanced Practice Nurses", (CLINICAL PROCEDURES FOR APN – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2011. (pages 296-302).

11. Revised credit hours, Nursing (NURS) 7492, "Nurse Practitioner-Therapeutic Interventions and Role Implementation", (NUR PRACTNR – THR INTRV/ROLE IMP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 303-310).

12. Revised degree requirements for MSN in Nursing – Adult Health Nurse Practitioner Track was approved effective Fall Semester 2011. (pages 311-313).

13. New track for the MSN in Nursing – Clinical Nurse Leader (CNL) Track was approved effective Fall Semester 2011. (pages 314-317).

14. Revised course title, prerequisites, and description, Nursing (NURS) 7100, "Advanced Pathophysiology", (ADVANCED PATHOPHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 318-328).

15. Revised course title, and description, Nursing (NURS) 7110, "Philosophical and theoretical Foundations for Advanced Nursing Practice", (PHIL & THRTCL FND ADV NUR PRAC – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2011. (pages 329-335).

16. New course, Nursing (NURS) 7150, "Nursing and Health Care Information Systems", (NURS & HLTH CARE INFOR SYST – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2011. (pages 336-344).

17. New course, Nursing (NURS) 7160, "Health Care Delivery Systems, Economics, and Policy", (HLTHCARE DEL SYST ECON & PLCY – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2011. (pages 345-354).

18. New course, Nursing (NURS) 7200, "Advanced Health Assessment", (ADV HEALTH ASSESSMENT – 3 credit hours,

3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 355-364).

19. New course, Nursing (NURS) 7200L, "Advanced Health Assessment Practicum", (ADV HEALTH ASSESS PRACTICUM – 1 credit hour, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Summer Semester 2011. (pages 365-374).

20. New course, Nursing (NURS) 7220, "Advanced Evidence-Based Practice", (ADVANCED EBP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 375-383).

21. Revised course title, prerequisite, and description, Nursing (NURS) 7230, "Advanced Pharmacology", (ADVANCED PHARMACOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 384-394).

22. New track for the MSN in Nursing – Adult Gerontology Nurse Practitioner Track was approved effective Fall 2011. (page 395).

23. New course, Nursing (NURS) 7330, "Nurse Practitioner I: Diagnostic and Therapeutic Applications: Acute & Self-Limiting Problems", (NP I: ACUTE & SELF-LIMITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 396-405).

24. New course, Nursing (NURS) 7330L, "Nurse Practitioner Practicum I: Diagnostic and Therapeutic Applications: Acute & Self-Limiting Problems", (NP PRACTICUM I – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Summer Semester 2011. (pages 406-413).

25. New course, Nursing (NURS) 7340, "Advanced Adult Nursing: Health Care From Adolescents to Geriatrics", (ADV ADULT HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 414-423).

26. New course, Nursing (NURS) 7350, "Nurse Practitioner II: Diagnostic and Therapeutic Applications: Chronic & Complex Problems", (NP II: CHRONIC & COMPLEX – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 424-433).

27. New course, Nursing (NURS) 7350L, "Nurse Practitioner Practicum II: Diagnostic and Therapeutic Applications: Chronic & Complex Problems", (NP PRACTICUM II – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Summer Semester 2011. (pages 434-443).

28. New course, Nursing (NURS) 7510, "Nurse Practitioner Project I", (NP PROJECT I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 444-451).

29. New course, Nursing (NURS) 7520, "Nurse Practitioner Project II", (NP PROJECT II – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Summer Semester 2011. (pages 452-459).

30. Revised course title, prerequisites, credit hours, description, Nursing (NURS) 7590, "Nurse Practitioner Capstone Practicum", (NUR PRACTTNR CAPSTONE PRACTICM – 5 credit hours, 0 lecture hours, 15 lab hours, and 15 contact hours), was approved effective Summer Semester 2011. (pages 460-469).

31. New course, Nursing (NURS) 7300, "Population-Based Care Management", (POPUL-BASED CARE MGT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 470-479).

32. New course, Nursing (NURS) 7310, "Leadership for Quality Nursing Environments and Clinical Outcomes Management", (LEAD QUAL ENV & CLIN MGT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2011. (pages 480-488).

33. New course, Nursing (NURS) 7320, "Clinical Nurse Leader Role Development in Practice", (CNL ROLE DEVEL IN PRACT – 3 credit hours, 2 lecture hours, 4 lab hours, and 6 contact hours), was approved effective Summer Semester 2011. (pages 489-498).

34. New course, Nursing (NURS) 7410, "Clinical Nurse Leader Synthesis and Best Practices", (CNL SYNT 7 BEST PRACT – 2 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Summer Semester 2011. (pages 499-509).

35. New course, Nursing (NURS) 7420, "Clinical Practicum and Residency for Clinical Nurse Leaders", (CLIN PRACT 7 RESID FOR CNL – 6 credit hours, 0 lecture hours, 24 lab hours, and 24 contact hours), was approved effective Summer Semester 2011. (pages 510-519).

36. Revised Program Admission requirements for the MSN was approved effective Fall Semester 2011. (pages 558-560).

37. Revised Program Retention, Dismissal and Readmission for the MSN was approved effective Fall Semester 2011. (pages 561-566).

H. Division of Library Science

1. Revised prerequisite and co-requisite, Library Science (MLIS) 7110, "Online Searching", (ONLINE SEARCHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 523-524).

2. Revised prerequisite, Library Science (MLIS) 7111, "Information Retrieval in the Health Sciences", (RETRIEVAL HEALTH SCI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011 with the correction of the spelling of "sciences" in the course title. (pages 525-526).

3. New course, Library Science (MLIS) 7740, "Rare Book Librarianship", (RARE BOOK LIBRARIANSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2011. (pages 527-536).

4. New course, Library Science (MLIS) 7222, "Adult Services in Public Libraries", (ADULT SERVICES PUBLIC LIBS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read …digital services, and introduction… . (pages 537-543).

I. Miscellaneous

1. Deactivation of PERS 2130, 2140, 2314, 2320, 2360, 2520, 2540, 2550, 2620, 2630, 2660, and 2675 was noted effective Fall Semester 2011. (page 544).

2. Revised catalogue copy – Regents Test was noted effective Fall Semester 2011. (page 545).

J. Honors Program

1. Revised requirements for the Certificate in University Honors was approved effective Fall Semester 2011 with the following change – the first sentence was changed to: Minimum requirements for acceptance into the Honors College are –SAT 1130 (combined V & Q) or ACT Composite of 25, and a high school GPA of 3.2. Current VSU students who achieve a 3.2 GPA or higher may be considered for admission. and under the *Global Experience and Understandings Requirements section "FL" was changed to foreign language. (pages 546-549).

2. New course, Honors (HONS) 3999, "Introduction to Honors Research", (INTRO HONORS RSCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester with the description changed to read …conduct, report, and present… . (pages 550-557).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/24/2011 (mm/dd/yyyy)

Department Initiating Request:	**Faculty Member Requesting:**
Music	Dr. James Shrader
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PERS 2360	**Proposed New Course Title:** The Development of Rock and Roll **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Dev Rock & Roll
Semester/Year to be Effective: Summer/2011	**Estimated Frequency of Course Offering:** Each semester

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

Lecture Hours: 2.0	**Lab Hours:**	**Credit Hours:** 2.0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Study of concepts, vocabulary, subject matter, and influences of American regional and various international cultures on the development of rock and roll.

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: Provides tools for intelligent listening, a greater understanding of musical structures and forms, and explores cultural, societal, and economic changes as a product of a popular art form.

☐ Adopting current best practice(s) in field:

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

☒ Other: Enhance students' understanding and enjoyment of the rock and roll paradigm.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. No course currently exists which examines this musical genre, particularly with an interdisciplinary nature.

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will meet or exceed expectations, established by the instructor, or a chort of instructors teaching the course, including written assignments, and content examinations as well as listening components.

☐ Other:

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

Approvals:	
Dept. Head:	Date: 2-23-11
College/Division Exec. Comm.:	Date: 2-23-11
Dean/Director:	Date: 2-23-11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

COURSE SYLLABUS

Section 1 – Course Information

PERS 2360
The Development of Rock and Roll (Online) 2-0-2
Pre-requisites: None
Department of Music
College of the Arts
Valdosta State University

Section 2 – Instructor Information

Dr. James Shrader
Fine Arts 2264 – A
(229) 333-5804
jshrader@valdosta.edu
Office hours by appointment through departmental secretary and online.

Section 3 – Course Description

Course description:

Concepts, vocabulary, and subject matter in the development of the rock and roll and subsequent genres.

Required Text and Materials:

Megill, Donald D., and David W. *History of Rock and Roll Online. 2nd Ed.* Dubuke, IA: Kendall Hunt Publishing, 2010.

Course overview:

This course focuses on the essential chronological relationship and follows the interesting developmental threads outlined through the history of Rock and Roll. Students should find this course interesting, entertaining, and enriching.

Section 4 – Standards, Goals, Objectives or Outcomes

Course Objectives:

1. Identify historical trends and procedures in popular music (rock and roll).
2. Identify appropriate concepts in popular music (rock and roll) performances.
3. Develop a conceptual vocabulary in popular music (rock and roll).
4. Develop research and listening skills appropriate to popular music (rock and roll) study.

Educational Outcomes: **(VSU General Education Outcomes 3, 4, & 7; Music Department 3; NASM VIII D 3)**

- Students will demonstrate an understanding of the historical developments and concepts central to the field of popular music (rock and roll) through reading assignments and examinations.
- Students will develop the ability to apply analytical, historical, and empirical knowledge to popular music (rock and roll) activities.
- Students will demonstrate an understanding of popular music (rock and roll) concepts through research assignments and listening presentations.
- Students will employ computer technology and internet research capabilities as part of course discussions.

Section 5 - Assignments

Assignments:

- Time Requirements
  - Two hours per week listening to selections on the accompanying CD
  - Two hours per week "online"
  - Two hours per week writing and reading
- Discussion Topics – required online participation by each student
- Concert Reports – students are required to attend three concerts and submit an online report for each.
- Essays – one-page essays are required for each lesson in the course. Many of these essays are responses to listening material on the CD.
- Tests – are taken online.

Section 6 – Assessment

- Each Concert will be awarded up to 20 points.
- Each essay topic will be awarded up to 30 points.
- Points are given for each assignment, test, discussion, and concert report.
    - A = approximately 85% or more of all possible points as well as finishing ALL assignments, tests, concert reports, and participating in discussion topics
    - B = approximately 75% or more of all possible points as well as completing ALL assignments, tests, 2 of 3 concert reports, and participating in discussion topics
    - C = approximately 65% or more of all possible points as well as at least five assignments (one-page essays).
    - D = approximately 55% or more of all possible points.
    - F – less than 55% of all possible points.

Section 7 – Schedule of Activities

- The class will meet online with study according to the course calendar.

Section 8 – Classroom Policies

Accommodation

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

Academic Integrity

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.

Section 9 – Additional Information

- Students registered for this class must have the following:
    - Access to the Internet with at least a 56K speed modem
    - A web browser
    - A CD-ROM drive and speakers or headphones
- The music selections required for the listening portion of this class consist of a 2-CD collection that comes with the textbook. Students will need the CDs to access the Interactive Listening Guides.
- An Interactive Listening Lab is available as a free download. The listening lab will provide guided listening of the selections discussed in the text along with information about the selections.

Course Calendar

Segments	Topic
1	Rock, You, and the Big Picture
2	Forerunners of Rock and Roll
3	The Elvis Factor: the Convergence of Mass Media & Popular Culture
4	Review: Early Rock plus an Introduction to the Concept Report
5	Folk, Acid Rock, and Social Protest: the Emergence of a Counterculture
6	The British Invasion: Mods, Rockers, and Social Crosscurrents
7	The Black Voice: Motown, Soul, and the Integration of Popular Music
8	The Growth of Rock
9	Protest to Corporate: Rock in the 1970s
10	Rock Fashion: from Punk to MTV
11	Classic Rock and Generation X: Fulfilling Rock's Promise
12	The Challenge to Rock: Technology and Breaking the Rock Continuum

13	Review: Rock through the Present
14	The Top Five of All Time

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GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Graduate School Web Site for Program Information	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall, 2011

Degree and Program Name: M.Ed. Degree - Higher Education Leadership: Higher Education Administration Track / Student Affairs Track

Present Requirements: No additional program requirements beyond graduate school minimum.	**Proposed Requirements:** (highlight changes after printing) Required Documents Career Goals Statement Three Recommendations Admission Requirements • Recommendation letters from professionals familiar with your professional and/or academic work. • The required General Recommendation Form must be accompanied by letters from recommenders.

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 Regarding date changes, removing the summer acceptance dates allows us to accept students on a traditional acceptance cycle (Fall and Spring) consistent with the new curriculum rotation approved last year. Currently, we are unable to provide courses for students beginning in the summer, so this formalizes our current practice. Regarding the proposed new admissions requirements, we currently have no way of ensuring program fit using the graduate school minimums. By adding the Career Goals Statement and Three Letters of Recommendation, we can more effectively match student interests and aspirations with careers our program tracks prepare them to assume.

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Regarding date changes, the proposed dates are consistent with ACPA's Professional Preparation Commission "Common Acceptance Deadline," adopted in 2002, which requests all graduate preparation programs adhere to a common acceptance date for graduate assitantships. To meet this deadline, we intend to notify students of program acceptance by the new deadline (April 1), followed by notificaiton of graduate assistantships by April 15 (see: http://www.myacpa.org/comm/profprep/). Regarding the proposed new admissions requirements, requesting additional information from applicants to enhance fit is consistent with CAS (2009) Standards, in particular: "Students admitted to the program should have ample intellectual capacities, strong interpersonal skills, serious interest in the program, commitment to pursuing a career in students affairs. . ." (p. 305)

☐ 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.) **Admissions policies aligned with CAS Standards for Masters-Level Student Affairs Professional Preparation Programs.**

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.) **Required admissions policies outlined by CAS Standards for Masters-Level Student Affairs Professional Preparation Programs. This information can be found on page 305 of the 2009, 7th edition of the CAS Manual.**

Approvals:	
Department Head:	Date: 2/10/11
College/Division Exec. Committee:	Date: 2/10/11
Dean(s)/Director(s):	Date: 2/10/11
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date: 2/11/11
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: 86	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall, 2011

Degree and Program Name: M.Ed. Degree - Higher Education Leadership: Higher Education Administration Track / Student Affairs Track

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Admissions Deadlines: Fall Deadline: July 15 Spring Deadline: November 15 Summer Deadline: April 15 [No additional program requirements beyond graduate school minimum.]	Admissions Deadlines: Fall Deadline: April 1 (Higher Education and Student Affairs Tracks) Spring Deadline: November 1 (Higher Education Track Only) Under Specific Higher Education Program Admissions Requirements: 1. A Career Goals Statement [attached]. 2. Three Letters of Recommendation using the Grad School common form [attached].

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 Regarding date changes, removing the summer acceptance dates allows us to accept students on a traditional acceptance cycle (Fall and Spring) consistent with the new curriculum rotation approved last year. Currently, we are unable to provide courses for students beginning in the summer, so this formalizes our current practice. Regarding the proposed new admissions requirements, we currently have no way of ensuring program fit using the graduate school minimums. By adding the Career Goals Statement and Three Letters of Recommendation, we can more effectively match student interests and aspirations with careers our program tracks prepare them to assume.

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies Regarding date changes, the proposed dates are consistent with ACPA's Professional Preparation Commission "Common Acceptance Deadline," adopted in 2002, which requests all graduate preparation programs adhere to a common acceptance date for graduate assitantships. To meet this deadline, we intend to notify students of program acceptance by the new deadline (April 1), followed by notificaiton of graduate assistantships by April 15 (see: http://www.myacpa.org/comm/profprep/). Regarding the proposed new admissions requirements, requesting additional information from applicants to enhance fit is consistent with CAS (2009) Standards, in particular: "Students admitted to the program should have ample intellectual capacities, strong interpersonal skills, serious interest in the program, commitment to pursuing a career in students affairs. . ." (p. 305)

☐ 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.) **Admissions policies aligned with CAS Standards for Masters-Level Student Affairs Professional Preparation Programs.**

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.) **Required admissions policies outlined by CAS Standards for Masters-Level Student Affairs Professional Preparation Programs. This information can be found on page 305 of the 2009, 7th edition of the CAS Manual.**

Approvals:	
Department Head:	Date: 2/16/11
College/Division Exec. Committee:	Date: 2/10/11
Dean(s)/Director(s):	Date: 2/10/11
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date: 2/11/11
Academic Committee:	Date:

Form last updated: January 6, 2010

NOTIFICATION FORM FOR ADDITIONAL DISTANCE LEARNING

DELIVERY OF EXISTING APPROVED PROGRAMS

(Institutional Online Offering of Second and Subsequent Online Programs)

Notification Date: January 13, 2011

Institution: Valdosta State University

College/Division: College of Arts and Sciences

Department: OASIS

Program Name: Bachelor of General Studies

CIP Code: 24019901

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Type of Delivery (e.g., asynchronous, synchronous, Internet, DVD, CD-ROM, Broadcast Transmission): Internet

Total Credit Hours Required for Completion: 120

Proposed Start Date: August 2011 (Fall Semester)

Contact information for the lead person in the department in addition to the Vice President for Academic Affairs:

Dr. Chere Peguesse

OASIS Center for Advising & First Year Programs

Valdosta State University

Valdosta, GA 31698

cpeguess@valdosta.edu

Provide a copy of the Letter of Notification submitted to SACS.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 1-17-2011 (mm/dd/yyyy)

Department Initiating Request: English	**Faculty Member Requesting:** Dr. Richard Carpenter
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ENGL 2010	**Proposed New Course Title:** Writing in the Professions **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Writing in the Professions
Semester/Year to be Effective: Fall 2011	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisite: ENGL 1102 or ENGL 1102H. An advanced examination of the elements and core skills of writing, with an emphasis on disciplinary rhetoric and style, including usage, diction, grammar, structure, tone, brevity, and clarity.

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: This course was developed in consort with the College of Business Administration, which wanted a course more focued on grammar, style, usage, and clarity than is presently the case in ENGL 3010, Writing for Business.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This course was developed with the cooperation of the College of Business Administration in response to a self-study of their students' writing skills. The COBA did not feel that their required writing class needed to cover such skills as formatting and research, which are addressed at length in ENGL 3010.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Outcomes assessment will be measured by the Department of English's and College of Business Administration's assessment of students' writing skills.

☐ Other:

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

Approvals:	
Dept. Head: M Smith	Date: 2-1-11
College/Division Exec. Comm.: Jennie Richards	Date: 2/10/11
Dean/Director: Jennie Richards	Date: 2/10/11
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ENGL 2010: WRITING IN THE PROFESSIONS

Fall 2011
Day, Time, Location

Dr. Rick Carpenter
333-5946 (dept.)
racarpenter@valdosta.edu
www.valdosta.edu/~racarpenter

West Hall 236

249-4949 (office)

Office Hours:

Credit Hours: 2

Pre-requisite: ENGL 1102

REQUIRED TEXT

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading across the Curriculum, Brief Edition.* 4th ed. NY: Longman, 2011.

MATERIALS

- Paper and pen for in-class assignments
- Flash/jump drive to save ALL work (hint: also try emailing drafts to yourself)
- University email account

COURSE DESCRIPTION

An advanced examination of the elements and core skills of writing, particularly as they apply to business and industry, with an emphasis on disciplinary rhetoric and style, including usage, diction, grammar, structure, tone, brevity, and clarity.

ENGL 2010 is designed to introduce students to writing and reading in the academic disciplines and related professions. This course familiarizes students with the discourse practices observed in their professions while further developing their basic writing skills. The goals of ENGL 2010 are to introduce students to typical kinds of writing in their chosen fields of study, to improve their skills as critical thinkers, readers, and writers, and to enhance their understanding of how disciplinary conventions and rhetorical situations affect choices in language, style, organization, format, and documentation. While reading assignments expose students to writing strategies in a variety of disciplines, students also investigate the discourse conventions in their own fields of study while receiving instruction, guidance, and practice in planning, drafting, revising, and editing discipline-specific documents and essays. Students learn how to evaluate primary and secondary sources for accuracy, authority, bias, and relevance, and how to synthesize and incorporate sources within their writing.

As a teacher of writing, I subscribe to the principles of effective teaching adopted by the National Council of Teachers of English (NCTE). These beliefs will guide this course:

1) Everyone has the capacity to write, writing can be taught, and teachers can help students become better writers.
2) People learn to write by writing.
3) Writing is a process.
4) Writing is a tool for thinking.
5) Writing grows out of many different purposes.
6) Conventions of finished and edited texts are important to readers and therefore to writers.
7) Writing and reading are related.
8) Writing has a complex relationship to talk.
9) Literate practices are embedded in complicated social relationships.
10) Composing occurs in different modalities and technologies.
11) Assessment of writing involves complex, informed, human judgment.

GENERAL EDUCATION OUTCOMES

- Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening
- Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials

COURSE OBJECTIVES

This course focuses on the skills and strategies that professionals need in order to write successfully on the job. Accordingly, students in the course will

- Analyze writing by professionals in order to explore common rhetorical situations and strategies as well as to discover features that distinguish their profession from others
- Learn how writers alter their style and messages for different readers
- Use advanced strategies for writing processes, including planning, invention, arrangement, style, presentation/delivery, and revision
- Understand and apply basic principles of critical thinking and problem solving through written exposition and argument
- Write effective sentences and paragraphs
- Compose papers that are logical, persuasive, organized, clear, concise, and error-free
- Observe appropriate generic conventions and formats for a variety of documents
- Research and write a documented paper or report that conforms to the standards of their discipline, including the use of appropriate citation conventions

COURSE POLICIES AND EXPECATIONS

ATTENDANCE

Regular attendance is crucial and expected. After 3 absences, each subsequent absence will result in 3 percentage points taken from your final grade average. In other words, each absence over 3 will result in a 30-point deduction (see Grading Scale section of this syllabus). More than 6 absences may result in a failing grade for the course.

CLASS COURTESY

This is a college course and we are all adults here. As such, you are expected to act in a mature, courteous, and respectful manner at all times towards your fellow students and me. Doing so will entail, among others things, the following:

- Paying attention to who is speaking, whether it is the instructor, a guest lecturer, or a classmate.
- Not disturbing the class by whispering to or carrying on a conversation with another student during class.
- Arriving on time and leaving when dismissed; if you need to arrive late or leave early, do so as unobtrusively as possible, and make sure to give the reason for it to me ahead of time (if at all possible) or after class.
- Not eating during class as it is rude and usually disruptive; bringing a drink is acceptable—as long as you are careful not to spill or make lots of noise with it.
- Listening courteously and with an open mind to your classmates' comments during class discussions; also, making sure that your responses are thoughtful and to the topic—not directed against a classmate.
- Not bringing guests or children to class with you unless you have cleared it ahead of time with me.
- Turning off all cell phones, pagers, MP3 players, notebook computers, and other personal electronic equipment before entering class.

Note that any student violating any of these rules of courtesy may be asked to leave the class for the day and will be marked absent for the session. Repeated violation of the rules of courtesy may result in further disciplinary action.

PARTICIPATION

We should view ourselves, and thus this course, as a community of writers and thinkers; as such, it is the responsibility of each student to come to class prepared. Your full participation in all class activities is expected and required.

The success of class discussions and workshops depends upon the full engagement of all participants. This means, among other things, sharing your ideas and opinions with other members of the class. A successful class discussion cannot rely solely on the voice of the instructor and/or a small number of students; class discussion is a dialogue among all members of the class. It is a communication. Please be mindful, therefore, of your participation in discussions. Our goal as a class is for no one to remain absolutely silent and for no one to dominate the discourse.

In writing workshops you will be working with other members of your group on revising drafts. You are expected to bring multiple copies of your draft to each of these workshops. It will be impossible for you to participate meaningfully in your group without your own draft and you will be counted absent for that day.

Civil discourse and respect for the opinions of others is crucial to the free flow of ideas and to intellectual development. All students are expected to act accordingly at all times. Rude and/or abusive language or behavior will not be tolerated.

Please remember that coming to class unprepared and/or not participating may seriously affect your final grade.

DEADLINES AND LATE ASSIGNMENTS

The learning in this course requires in-depth reading, reflection, writing, discussion, and independent work. To achieve our goals, you must complete your work in a timely manner. Late projects and assignments will be penalized a letter grade for each day that the work is late. No exceptions to this policy will be made for any reason, including but not limited to technology problems. You should also keep all written work until you have received a final grade for the course.

ACADEMIC HONESTY

The following policy is taken from the *2010-2011 Undergraduate Catalog* (pages 100-101): Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the *Student Code of Conduct* and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. Appendix A of the *Student Code of Conduct* in the *VSU Student Handbook* outlines academic integrity violations as well as the academic response and disciplinary response to such violations: <http://www.valdosta.edu/studentaffairs/StudentHandbook.shtml >. The online *VSU Student Handbook* reflects the most current policy on academic integrity. Academic integrity violations may result in suspension or expulsion from the university. Additional information on academic integrity as well as resources for faculty and students can be found at the Academic Affairs website: < http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>.

Plagiarism is defined as "the copying of the language, structure, ideas, and/or thoughts of another and passing off same as one's own, original work." The violation, then, consists of both copying and misrepresenting the material in question. When a student places his or her name on any kind of work, he or she claims responsibility for the originality of the contents except for those parts that are specifically attributed to another or that are considered common knowledge. If a student has consulted any outside source, whether published or not, and has incorporated any of its "language, structure, ideas, and/or thoughts" into his or her work without acknowledging that source, he or she may be guilty of misrepresenting the work's originality. When paraphrasing material from an outside source, the student must change both the sentence structure and the vocabulary (where possible) in expressing the original material in his or own words. Any instance where the "language, structure, ideas, and/or thoughts" have been borrowed from another's work, paraphrased or not, without proper reference/citation, the act constitutes plagiarism on the part of the writer.

In short, if you plagiarize, you will automatically receive a failing grade not simply on the particular assignment but, in fact, for the course itself. In addition, I will report your dishonesty to the Student Conduct Office in the Dean of Students Office. Be forewarned: no exceptions to the above policy will be considered.

PUBLIC NATURE OF WRITING

Writing, as a form of communication, is essentially social, and feedback is an important component of the writing process. As a result, please keep in mind that all work generated in this course is considered public writing and may be read/evaluated by me and/or your classmates.

STUDENT GRIEVANCES

Should you ever have any questions or concerns about the course, your grade, or an assignment, please do not hesitate to see me as soon as possible. If not satisfied with our discussion, you may consult the English Department Chair, Dr. Mark Smith.

STUDENTS WITH DISABILITIES

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

STUDENT SUCCESS CENTER

Their Mission Statement: The Student Success Center (SSC) at Valdosta State University is designed to foster interactions with peers, faculty, and staff that lead to active learning and positive attitudes toward academic life. We do this by providing free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. Our goal is two-fold: to support good students who want to achieve excellence as well as those who feel they are struggling and to serve as a resource for faculty.

The SSC writing tutors helps students in all disciplines improve as writers through individual and group sessions. To schedule an appointment, call the SSC (229.333.7570) or visit their website at www.valdosta.edu/ssc. Conferences may last up to an hour. You may also see a tutor without an appointment if a tutor is available. The SSC is located on the ground floor of Langdale Residence Hall.

COURSE WORK

A syllabus is not intended to be a schedule but rather a summary or outline. Consequently, this syllabus presents a general overview of what you can expect in this course and is meant only as a tentative guide. I reserve the right to alter the direction and content of this course and syllabus to reflect the needs of the class as I see fit. In other words, the syllabus, including schedule and assignments, are subject to change. I might add or subtract assignments as well as add quizzes—announced or unannounced. You can eliminate confusion and avoid falling behind by attending every class meeting.

Remember: students are responsible for content missed due to absence. Students' ignorance due to absence is not the instructor's problem to solve.

If at any time during the semester you have concerns about your grade or performance in the course, please feel free to speak with me.

FILE-NAMING CONVENTIONS

To help organize the work in the course, please adhere to the following conventions when naming assignment files**: your first and last name, and then the assignment name.** So, for instance, I would name my Critique paper as follows: RickCarpenterCritique.

FILE FORMAT

Unless otherwise stated, all work for the course must be submitted as a Word document (.docx or .doc).

ELECTRONIC SUBMISSIONS

Unless otherwise stated, all work for the course should be submitted electronically via the course homepage on BlazeVIEW. Work is due by the start of class; any work received after that will be considered late.

GRADING SCALE FOR FINAL GRADE

900-1000 A	700-799 C	0 to 599 F
800-899 B	600-699 D	

MAJOR ASSIGNMENTS AND GUIDELINES FOR GRADES

Summary	50 points
Critique	100 points
Synthesis	150 points
Analysis	150 points
Researched Argument	200 points
Oral Presentation	50 points
Reading Journal	200 points (4 x 50)
Miscellaneous (homework, quizzes, etc.)	100 points

A FINAL WORD

Keep in mind that a C is an average grade; B and A represent above average and especially accomplished work, respectively.

COURSE CALENDAR
(subject to change)

WEEK 1
M Syllabus and course policies
W Chapter 1: Summary

WEEK 2
M "Will Your Job Be Exported?"—Alan S. Blinder
W Chapter 1 cont.

WEEK 3
M "The Radical Idea of Marrying for Love"—Stephanie Coontz
W **Summary Paper due**

WEEK 4
M Chapter 2: Critical Reading and Critique
W "We Are Not Created Equal in Every Way"—Joan Ryan; **Reading Journal due**

WEEK 5
M Chapter 2 cont.
W "A Critique of 'We Are Not Created Equal in Every Way' by Joan Ryan"—Eric Ralston

WEEK 6
M "No Long Term: New Work and the Corrosion of Character"—Richard Sennett
W **Critique Paper due**

WEEK 7
M Chapter 3: Synthesis
W Chapter 3 cont.

WEEK 8
M Model synthesis: "Balancing Privacy and Safety in the Wake of Virginia Tech"—David Harrison
W "The Case For and Against Nuclear Power"—Michael Totty; **Reading Journal due**

WEEK 9
M "The Myth of Co-Parenting: How It Was Supposed to Be, How It Was"—Hope Edelman
W **Synthesis Paper due**

WEEK 10

M Chapter 4: Analysis

W Model Analysis: "The Coming Apart of a Dorm Society"—Edward Peselman

WEEK 11

M Chapter 4 cont.

W "Advertising's Fifteen Basic Appeals"—Jib Fowles

WEEK 12

M "How Sleep Debt Hurts College Students"—June J. Pilcher and Amy S. Walters

W **Analysis Paper due; Reading Journal due**

WEEK 13

M "Work and Workers in the Twenty-First Century"—Richard W. Judy and Carol D'Amico

W "Why the Gasoline Engine Isn't Going Away Any Time Soon"—Joseph B. White

WEEK 14

M "Will Your Marriage Last?"—Aviva Patz

W "Improving Sleep"—Lawrence Epstein

WEEK 15

M "Understanding Mom"—Deborah Tannen

W "Definitions: Work, Career, Profession, Vocation"

WEEK 16

M **Oral Presentations**

W **Oral Presentations; Reading Journal due**

WEEK 17

Researched Argument Paper due

BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORM: ONE-STEP PROCESS
(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Valdosta State University

Institutional Contact: Dr. Philip L. Gunter, Provost and VPAA

Date:

School/Division: Division of Adult Academic Degree Completion and Professional Development Programs

Department:

Departmental Contact: Dr. Gerald A. Merwin (229-253-2874)

Name of Proposed Program/Inscription: Organizational Leadership

Degree: Bachelor of Science

Major: Organizational Leadership

CIP Code: 52.0213 Anticipated Starting Date: Fall 2011

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1. Program Description and Objectives:

The new Bachelor of Science in Organizational Leadership is designed for non-traditional adult and military students, students seeking degree completion, or traditional students who are seeking to improve their credentials and knowledge base for professional advancement. The focus on organizational leadership will be especially beneficial to those wanting to enter public service since many agencies seek employees with bachelors' degrees and are specifically interested in employees with an understanding of organizational management, administration, human resources, and technology skills applicable to organizational leadership. Additionally, the program is focused on providing students with educational experiences that will allow them to better understand issues related to organizational and business operations. The degree program will delve into the practices, theories, issues, parameters and specific ramifications of the increasingly complex aspects of organizational leadership.

The program will provide students with a foundational understanding of organizational leadership through the required Major courses totaling 30 hours in the core. These courses from disciplines that

include Adult and Career Education, Philosophy, Psychology, and Political Science will provide students with the skills and knowledge necessary for developing, analyzing and implementing policy decisions. Beyond the foundational courses, students will choose thirty hours of combined concentration and elective courses. This multidisciplinary approach will allow students to develop areas of expertise that will best meet the needs of their career paths. This includes concentrations specializing in Office Administration and Technology, Public Service Administration, Legal Office Administration, or Law Enforcement Leadership. The majority of the courses in these concentrations are already offered by VSU as a part of existing majors and minors.

Students will complete the degree program by demonstrating the ability to integrate the knowledge obtained in their course work through an additional six hours of required courses in reflective practice and the development of an independent capstone project/paper.

The program will be provided fully online with a program of study initially offered on a two-year rotation. Full-time students may complete all requirements within two academic years.

a. Objectives of the program

This program is designed to provide non-traditional students, military personnel, and traditional students with the opportunity to obtain increased knowledge and the academic credentials necessary to obtain leadership positions in a variety of fields. Through these positions of leadership, graduates would be expected to implement policies that address the complexities of leading public and private sector organizations.

b. Needs the program will meet

This program will meet the needs of full-time professionals who do not have the time or opportunity to leave work for classes at the undergraduate level. Since the program will be offered completely online, professionals and military personnel who wish to pursue degree completion can take the courses from their computers. This approach eliminates the need to interrupt work to travel to and from campus while providing access to education to those who may not have had the opportunity to take classes in the past.

Additionally, since the program provides a B.S. in a multidisciplinary program of study that will appeal to non- traditional and military students and those who are seeking degree completion, it fills a notable gap in degree offerings at state schools.

With the incorporation of courses from the Public Administration Minor in Political Science, the Bachelor of Science in Organizational Leadership will provide a broad understanding of leadership and administrative issues to citizens who are already engaged at the municipal, regional, state, and national levels, or those who hope to work in the private sector. With regard to military personnel alone, there is an evidenced need for a multidisciplinary undergraduate degree that builds upon military leadership competencies.

c. Brief explanation of how the program is to be delivered

The Bachelor of Science in Organizational Leadership will be delivered through a fully-online format. Students will not be required to physically attend courses on the VSU campus. Content and classes will be provided via the institution's existing Blackboard Vista installation, or through an appropriate Learning Management System adopted as the institutional standard. VSU has extensive experience in the delivery of online degree programs and provides adequate institutional resources to sustain this effort, including but not limited to the Learning Management System, web-conferencing and synchronous communication tools, online assessment tools, asynchronous communication tools, online library and research resources, and tools for assessing academic integrity.

The online delivery approach is consistent with the USG Strategic Goal #2 to increase accessibility to degree programs outside of the traditional delivery and attendance parameters. More important, the online format is acknowledged as a preferred method of delivery for adult, military, and non-traditional students. In the effort to make the University System of Georgia "Faster, Friendlier and Easier for Military Personnel," the Board of Regents has recognized that it is "difficult to provide college degree programs to military personnel - a population frequently on the move and out of reach of a USG campus – through traditional means." (http://www.usg.edu/news/2007/030507.phtml). Furthermore, VSU is a founding member of the USG's Adult Learning Consortium, and is recognized as a leader in initiatives to serve the needs of adult and military students.

d. Prioritization within the institution's strategic plan

This new online degree program is consistent with VSU's strategic goal to "develop programs and program delivery strategies that meet the needs of non-traditional degree seeking students." Furthermore, the program of study addresses the intention of the University to "teach in interdisciplinary pedagogies and offer instruction via multiple delivery systems."

VSU's establishment of the Division of Adult Academic Degree Completion and Professional Development Programs, with its emphasis on adult and military programs, demonstrates the institution's commitment to develop online undergraduate programs appealing to non-traditional and adult learners.

The program also specifically fits with the strategic direction of VSU in two ways:

VSU Strategic Goal #1 promotes growth in undergraduate and graduate enrollment through additional new students and increased retention and graduation rates of existing students. The Bachelor of Science in Organizational Leadership supports this approach by offering online courses that are attractive to the growing audience of adult learners. Additionally, the classes are designed to offer practical and theoretical knowledge that benefit employers and that students can apply to their everyday work and life activities in their communities of practice.

VSU Strategic Goal #3 promotes the identification and development of programs which prepare students to be responsible, thoughtful and productive citizens. The Bachelor of

Science in Organizational Leadership supports this approach by providing a multidisciplinary online program of study. The degree program provides courses that apply research and practice to cognate areas in the domain of organizational leadership, including human resource management, office administration, technology, public service, and legal issues.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

The Council for Adult and Experiential Learning (CAEL) is a national, non-profit organization which focuses on effective learning strategies for working adults through partnerships with employers, higher education, the public sector, and labor. CAEL has identified a number of common obstacles working adults must overcome to complete a degree.

- Nearly two-thirds of college students transfer at least once before completing their undergraduate degree.
- An increasing number of students have gained college-level learning from their work and life experiences, yet many institutions have no formal Prior Learning Assessment (PLA) policy or program.
- Thousands of veterans will be transitioning to civilian jobs after service in Iraq and Afghanistan; many will have college-level knowledge and skills that they have acquired during their time in service.

For six years, VSU has been involved with prior learning assessment, and is currently providing leadership in the USG Adult Learning Consortium. These experiences have fostered changes in policies and practices to address common obstacles faced by adult learners. VSU's credit policies acknowledge that college-level learning frequently occurs outside the college classroom; experiential learning may be worthy of credit relevant to the major, and not be relegated to "elective" status, and prior learning will likely take place at other institutions. The new online degree in Organizational Leadership will make provide options for students to earn credit for prior learning through the College-Level Examination Program, the American Council on Education's credit recommendation program, PLA portfolio assessment, and transfer articulation agreements and guarantees across institutions.

There is a nationally recognized need for programs that address adult learners. In fact, recent statistics indicate that achievement of national goals for a well-educated workforce cannot be accomplished without degree completion programs for adult learners. The multidisciplinary nature of the Organizational Leadership program, and the fact that its leadership comes from the Division of Adult Academic Degree Completion and Professional Development Programs, will make this program attractive to nontraditional students seeking to complete their degrees. The establishment of an online Bachelor of Science with a major in Organizational Leadership clearly furthers the mission of the University and fits into the strategic plan for future growth.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

In the University System of Georgia, there is no institution that is currently authorized to offer the baccalaureate degree in Organizational Leadership. Among the institutions involved in the USG Adult Learning Consortium (ALC), there are no online, multidisciplinary degrees other than the Bachelor of General Studies. The courses in the core and the available areas of concentration in the Organizational Leadership program of study provide preparation in several employment areas identified as "hot careers" by the Georgia Department of Labor. Five of the "hot careers" that the Georgia Department of Labor estimates will create about 12,050 jobs annually for the next seven years include: Paralegals and Legal Assistants, Directors of Religious Activities & Education, Medical and Public Health Social Workers, Social and Community Service Managers, and Training & Development Specialists. A bachelor's degree in Organizational Leadership, with appropriate concentrations within this degree program, would prepare Georgia's citizens to fill these anticipated job openings, as well as management positions in the private sector. According to the Georgia Department of Labor and the U.S. Department of Labor, managers range from around $55,000 per year to around $85,000. The Bureau of Labor Statistics forecasts that management positions are among the least likely to be outsourced to foreign suppliers.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

As an experienced provider of online programs, VSU is well prepared to launch the new online degree in Organizational Leadership, and to scale resources as program enrollment grows. VSU initiated its first fully online program more than a decade ago. Online courses and programs have been very successful at VSU. During the fall 2010 semester, more than 17 percent of VSU students were enrolled in one or more online course. More than 1,100 students attended completely online. More than 99% of VSU students log into the online Learning Management System every semester, either for fully online, hybrid, or technology enhanced courses.

The Division of Adult Academic Degree Completion and Professional Development Programs will need no additional faculty to implement this new degree program. Because the proposed program is multidisciplinary in nature, it will not overly rely on any single area to provide courses in the major. Instead, the academic coursework will be dispersed across multiple disciplines and among a large number of faculty members, each contributing a small component to the program. This will allow the additional coursework to be added largely through a manipulation of current undergraduate teaching loads. In some cases, an extra compensation course may be added. The program is primarily composed of courses currently included in the programs for Office Administration and Technology, Political Science, Sociology, Legal Assistant Studies, or Criminal Justice. The budget expenses related to these courses are provided by the departments that offer them.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

Program Outline (60 semester hours)
Major Courses Common Core required courses (30 hours)

ACED 2050 - Communications for the Workplace (3)
ACED 3400 - Applied Computer Technology (3)
ACED 4820 - Project Mgt for Technical Professionals (3)
ENGL 3030 – Professional Writing (3)
POLS 3600 - Introduction to Public Administration (3)
POLS 4610 - Public Personnel Admin (3)
POLS 4620 - Public Finance Administration (3)
PSYC 3800 - Industrial/Organizational PSYC (3)
GENS 4200 - Directed Study-Human Resources (1)
PHIL 4900 - Spec Topics in Ethics (1)
POLS 4700 - Directed Study in Political Science (1)
GENS 4000 - Interdisciplinary Studies Capstone (3)

Concentration (15 hours)
In consultation with the academic advisor, students will define one area of concentration in traditional disciplines or in a multidisciplinary field in which they wish to specialize. (Sample Concentrations)

Concentration: Public Service Administration/Leadership
POLS 3610 - Public Administration and Public Policy Formation (3)
POLS 4600 - Government Org/Admin Theory (3)
POLS 4650 - Intergovernmental Relations (3)
POLS 4670 - Quality Management in Public Administration – Elective (3)
SOCI 4200 - Organizations and Work (3)

Concentration: Office Administration & Technology
ACED 3100 - Computer Systems (3)
ACED 3150 - Comp Op Sys Office (3)
ACED 3700 - Desktop Publishing (3)
ACED 4050 - Workforce Development and Management (3)
ACED 4810 - Contemporary Skills for Workplace (3)

Concentration: Law Enforcement Administration/Leadership
CRJU 2400 – Survey of Juvenile Law . . . 3 hours (PLA available)
CRJU 3402 – Criminal Justice Research Methods . . . 3 hours
CRJU 4400 – Seminar in Juvenile Justice . . . 3 hours
POLS 3610 – Public Administration and Public Policy Formation . . . 3 hours
POLS 4220 – Administrative Law and Government . . . 3 hours

Concentration: Legal Office Administration
LEAS 3220 – Business Entities . . . 3 hours
LEAS 4200 – Family Law . . . 3 hours
LEAS 4210 – Consumer Law . . . 3 hours
LEAS 4220 – Administrative Law . . . 3 hours
LEAS 4230 – The Law of Real Property Transactions . . . 3 hours

Guided Electives (15 hours)

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

All courses in the program of study outlined above already exist.

b. Append course descriptions for all courses (existing and new courses).

See appendix

d. **When describing required or elective courses, list all course prerequisites.**

All course prerequisites and elective courses are noted in the Program Outline.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

See appendix

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

There is no plan to seek program accreditation at this time.

f. Indicate ways in which the proposed program is consistent with national standards.

The courses in the program will follow national standards for online course design. The program is consistent with other degree programs in the field including those offered by East Tennessee State University, Penn State, Wright State, and other public universities.

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

The program will not include any internship experiences.

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

The required core courses will be offered through eCore, and Area F courses will be delivered online on a regular basis.

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

All applicants must complete an application for admission and submit a $40 application fee. Freshmen must submit an official high school transcript and SAT or ACT scores. Transfer students with less than 30 transferable hours must meet freshmen admission requirements as well as submit all official college transcripts. Transfer students with more than 30 semester hours are only required to submit official transcripts from all colleges attended. While the priority deadline for admission is 30 days prior to the beginning of the semester, students are strongly encouraged to apply early. Campus housing, scholarships and some forms of financial aid are contingent upon students' acceptance to the University and do have much earlier deadlines. All students are also required to submit a certification of immunization and report of medical history.

7. Availability of assistantships (if applicable).

None

8. Student learning outcomes and other associated outcomes of the proposed program.

Upon completion of the Bachelor of Science with a major in Organizational Leadership:

1. Students will demonstrate an understanding of organizational leadership as it relates to and impacts on individuals, communities, and wider society within democratic, multicultural, and national perspectives.
2. Students will demonstrate the ability to effectively express themselves on topics and issues related to the field of organization.
3. Students will demonstrate critical thinking and problem solving abilities regarding issues related to organizational leadership.
4. Students will demonstrate an understanding of the ethical principles underlying both research and practice in the fields of organizational leadership.

9. Administration of the program

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

The program will be housed in the Division of Adult Academic Degree Completion and Professional Development Programs.

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

The Director of the Division of Adult Academic Degree Completion and Professional Development Programs will coordinate the program in conjunction with academic departments offering courses in the major and areas of concentration. The Director will maintain a schedule courses for the program, monitor student progress, and serve as academic advisor for students in the program, recruit students into the program and serve as a source for students seeking information on the program.

A committee of Deans or representatives from each college will guide the program and review all appeals. Any issues related to program changes and new concentrations will be reviewed by the committee and recommendations will be made to the Provost.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for masters degrees is 36-semester credit hours).

The program requirements do not exceed the maximum credit hour requirement.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

There is no plan to seek accreditation for the program.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

The program is not cohort based. Students may join the program during any term.

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Viviane Foyou	**Assistant Professor**			**Public Administration**	
Vesta R. Whisler	**Assistant Professor**			**Adult and Career Education**	
Li-Mei D Chen	**Assistant Professor**			**English**	

Christine James	**Professor**			**Philosophy**	
To Be Determined				**Psychology**	

Explanation of how workload will be impacted by the new program:

Since all courses in the proposed program of study already exist, the program is highly scalable. Initial student enrollments can be accommodated through currently scheduled offerings. As program enrollment grows, additional part-time and full-time faculty will be added to provide additional section offerings each semester.

Expected responsibilities in the program:

It is expected that as program enrollment grows, and as additional programs for adult academic degree completion and professional development are developed, a program coordinator will be provided. The program coordinator will serve as academic advisor for all students in the program, faculty facilitator, liaison with the eLearning Department, Admissions, Student Success Center, and the IT Division.

Total Number of Faculty: 6

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

It will not be necessary to add new full-time faculty to begin the program. There are currently enough full-time faculty members in the cooperating departments to sponsor the program.

The University is committed to hiring additional faculty in the Adult and Career Education and in Public Administration in year two and subsequent years provided projected enrollment targets are met. This hiring is not contingent on nor is it a pre-requisite to the acceptance of the Bachelor of Science in Organizational Leadership. This was a previous decision based upon potential enrollment growth in the existing online program in Adult and Career Education, and in online courses in the existing minor in Public Administration.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the

redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

Projected Expenditures:

No new funds are requested to establish this program.

The courses in the program already exist as components of existing degree programs at VSU. Many of the courses are offered annually. A combination of current full-time faculty and part-time instructors will be used. The new program will provide additional enrollments for the ACED courses already scheduled. In response to demand, additional sections will be established.

In Political Science, a combination of full-time faculty and part-time instructors will teach the undergraduate Public Administration courses. The cost will be estimated for the additional funds needed for part-time instructors to teach courses or replace full-time faculty in other courses ($15,000 for First Year).

Student Enrollment, FTE, Headcount estimates:

The Division of Adult Academic Degree Completion and Professional Development Programs has responded to numerous inquiries regarding the offering of undergraduate degrees for adult learners. These inquiries have increased as more and more adult learners seek to enhance their employment credentials.

The initial year of program offering is expected to produce 15 students with an additional 15 joining the program in each subsequent year. An enrollment of 35-45 students would provide sustainability, based on an acceptance of 15-20 new students each year into the program. The multidisciplinary nature of the program of study provides a scalability that could accommodate a significantly larger enrollment if demand grows. A 12 hour semester credit load was used for computing tuition revenues.

Projected Revenue:

Revenue estimates are intentionally low. The estimate is based on the projected enrollment of 15 students in the first year, with a 12 credit hour load, and six credit hours over the summer, for a total of 30 hours each year. On this basis the program would generate $87,210 the first year.

These revenues would more than cover expenses related to the degree program. As the program grows, the second or third year revenues generated by new student enrollment will provide funds for additional faculty lines necessary to scale the program.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors	15	30	35	45
Shifted from other programs	0	0	0	0
New to the institution	15	30	35	45
Total Majors				
Course Sections Satisfying Program Requirements				
Previously existing	8	16	16	16
New	0	0	0	0
Total Program Course Sections	8	16	16	16
Credit Hours Generated by Those Courses				
Existing enrollments	0	0	0	0
New enrollments	450	900	1050	1350
Total Credit Hours				
DEGREES AWARDED	0	10	13	15
II. EXPENDITURES	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions				
Faculty				
Part-time Faculty	$15,000	$15,000	$15,000	$15,000
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs	$15,000	$15,000	$15,000	$15,000

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty		$55,000	$55,000	$110,000
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits (35%)		$19,250	$19,250	$38,500
Other personnel costs				
Total New Personnel Costs				
Start-up Costs (one-time expenses)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
Total One-time Costs				
Operating Costs (recurring costs – base budget)				
Supplies/Expenses				
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS	$15,000	$89,250	$89,250	$163,500
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition	$85,050	$170,100	$198,450	$255,150
Federal funds				
Other grants				
Student fees	$2,160	$4,320	$5,040	$6,480
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES	$87,210	$174,420	$203,490	$261,630

Facilities Information for New Academic Programs

Proposed Location for the Program: Nevins Hall

Floor area required for the program (gross and net square feet): 0

Type of spaces required:

- Number of classrooms 0
- Number of labs 0
- Number of offices 0
- Other spaces 0

Place an "X" beside the appropriate selection:

X Existing facility will be used as is (area square footage):

_____ Existing facility will require modification (area square footage):

Projected renovation cost:
Estimated relocation cost:
Total funding required:
Source of Funding:

_____ Construction of new facilities will be required (area square footage):

Estimated construction cost:
Estimated total project cost:
Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Since the program is fully online, there are no infrastructure impacts. VSU already provides online courses in a number of disciplines.

Other comments:

Note: A system office Facilities Project Manager(through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

ORGANIZATIONAL LEADERSHIP: Undergraduate Program
Division of Adult Academic Degree Completion and Professional Development Programs
Valdosta State University

Name	**Student ID**	**Email Address**
_____	870 ___ ___ ___	_____@valdosta.edu

Core

Area A Essential Skills (9 semester hours)

	Se.	Yr.	Gr.	Hr.
ENGL 1101	___	___	___	3
ENGL 1102	___	___	___	3
MATH 1101 or 1111	___	___	___	3

Area B Institutional Options (Perspectives) (4 semester hours)

_____ ___ ___ ___ ___
_____ ___ ___ ___ ___

Area C Humanities/Fine Arts (6 semester hours)

ENGL _____ ___ ___ ___ 3
_____ ___ ___ ___ 3

Area D1 Science, Math, & Technology (11 semester hours)

_____ ___ ___ ___ 4
_____ ___ ___ ___ 4
_____ ___ ___ ___ ___

Area E Social Sciences (12 semester hours)

HIST 2111 or 2112 ___ ___ ___ 3
POLS 1101 ___ ___ ___ 3
_____ ___ ___ ___ 3
_____ ___ ___ ___ 3

Area F Courses for Major – Choose courses appropriate to Concentration (18 semester hours)

ACED 1100 ___ ___ ___ 3
ACED 2000 ___ ___ ___ 3
ACED 2400 ___ ___ ___ 3
CRJU 1100 ___ ___ ___ 3
LEAS 1100 ___ ___ ___ 3
MDIA 2000 ___ ___ ___ 3
PSYC 2500 ___ ___ ___ 3
SOC 1101 ___ ___ ___ 3
Foreign Language Courses (Optional)

Major

Major Courses (60 semester hours total) (30 Credit Common Core)

	Se.	Yr.	Gr.	Hr.
ACED 2050	___	___	___	3
ACED 3400	___	___	___	3
ACED 4820	___	___	___	3
ENGL 3030	___	___	___	3
POLS 3600	___	___	___	3
POLS 4610	___	___	___	3
POLS 4620	___	___	___	3
PSYC 3800	___	___	___	3
GENS 4200	___	___	___	1
PHIL 4900	___	___	___	1
POLS 4900	___	___	___	1
GENS 4000 Capstone	___	___	___	3

Concentration (15 hours required)
In consultation with the academic advisor, students will define one area of concentration in a traditional discipline, or in a multi-disciplinary field in which they wish to specialize.

_____ ___ ___ ___ ___
_____ ___ ___ ___ ___
_____ ___ ___ ___ ___
_____ ___ ___ ___ ___
_____ ___ ___ ___ ___

Guided Electives (15 hours required)

_____ ___ ___ ___ ___
_____ ___ ___ ___ ___
_____ ___ ___ ___ ___
_____ ___ ___ ___ ___
_____ ___ ___ ___ ___

All courses in Area "F," in the "Major Courses," and in the two "Concentrations" of choice must be completed with a grade of "C" or higher.

Major/Sample Concentration Areas

Law Enforcement Leadership

CRJU 1100	___	___	___	3
CRJU 2200 or 2400	___	___	___	3
CRJU 3401	___	___	___	3
CRJU 3402	___	___	___	3
CRJU 3600	___	___	___	3
CRJU 4200 or 4400	___	___	___	3
CRJU 4660	___	___	___	3
POLS 3610	___	___	___	3
POLS 4220	___	___	___	3

Office Administration & Technology

ACED 3100	___	___	___	3
ACED 3101	___	___	___	3
ACED 3150	___	___	___	3
ACED 3610	___	___	___	3
ACED 3700	___	___	___	3
ACED 4020	___	___	___	3
ACED 4050	___	___	___	3
ACED 4550	___	___	___	3
ACED 4810	___	___	___	3

Legal Office Administration

LEAS 3220	___	___	___	3
LEAS 4200	___	___	___	3
LEAS 4210	___	___	___	3
LEAS 4220	___	___	___	3
LEAS 4230	___	___	___	3
LEAS XXXX.	___	___	___	3

Public Service Administration/Leadership

POLS 3610	___	___	___	3
POLS 4600	___	___	___	3
POLS 4650	___	___	___	3
POLS XXXX	___	___	___	3
SOCI 4200	___	___	___	3

LH

Strategic Focus & New Academic Program Funding Request Process - DRAFT

Declaration of Intent

One-Year Funding, if Requested

- Department Heads declare intent to pursue a new academic program to Dean.
- This should occur well in advance of the proposed program's intended implementation date.

Key Dates: Prior to Academic Committee meeting

Academic Committee

- Department Heads and/or Deans report proposed program to Academic Committee.
- Academic Committee votes on the proposed program.

Key Dates: Meets the second Monday of each month (September through April)

Strategic Focus

- If the new program is approved by the Academic Committee, **one-time planning funds** can be requested through the Strategic Focus process.
- To request **one-time planning funds**, Department Heads and/or Deans must complete and submit a Strategic Focus proposal.

Key Dates: Strategic Focus proposals due end of January

Planning and Budget Council

- Planning and Budget Council votes on the Strategic Focus proposal.
- If approved, funding is awarded July 1.

Key Dates: PBC votes on SF proposals end of April

Development of Curriculum

- Department Heads develop program curriculum with **one-time funding** received from Strategic Focus.

Key Dates: Development of program with July 1 Strategic Focus funds

Academic Committee

Multi-Year Funding, if Requested

- If the program seeks **multi-year funding** through the Strategic Focus process, the developed program proposal must be presented to Academic Committee for voting.

Key Dates: Meets the second Monday of each month (September through April)

Strategic Focus

- If the developed program is approved by the Academic Committee, **multi-year funds** can be requested through the Strategic Focus process.
- To request **multi-year funds**, Department Heads and/or Deans must complete and submit a Strategic Focus proposal.

Key Dates: Strategic Focus proposals due end of January

Planning and Budget Council

- Planning and Budget Council votes on the Strategic Focus proposal.

Key Dates: PBC votes on SF proposals end of April

Revised February, 2011.