VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
April 11, 2022

2:30 p.m.

Microsoft Teams

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
April 11, 2022

1. Minutes of the March 7, 2022 meeting. (pages 1-8) were approved by email March 21, 2022.

2. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
   a. New course AFAM 4552 (pages 9-19).
   b. Revised degree requirements for the BA in English – and renaming of the concentration tracks (pages 20-26)
   c. Revised prerequisites for WGST 3330 (pages 27-29)
   d. Revised course description WGST 4450 (pages 30-32)

3. **COLLEGE OF THE ARTS**
   a. Revised course prerequisites for ARED 3000 (pages 33-34)
   b. Revised course description MAIC 6150 (pages 35-36)
   c. Revised course description MAIC 6250 (pages 37-38)
   d. Revised course description and title MAIC 6300 (pages 39-40)
   e. Revised course description MAIC 7300 (pages 41-42)

4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised college narrative – accreditation (pages 43-45)
   b. Revised degree narrative and degree requirements for the EDS in Instructional Technology (pages 46-57)
   c. Revised degree requirements for the EDS in School Counseling (pages 58-61)
   d. Revised Admission Deadlines, Program Admission Assessments MED in Counselor Education (pages 62-67)
   e. New course COUN 3800 (pages 68-88)
   f. New course COUN 8892 (pages 89-101)
   g. Revised course prefix and prerequisite COUN 7020 (pages 102-103) Deactivation PSYC 7020
   h. Revised course prefix, prerequisite, and description COUN 7030 (pages 104-105) Deactivation PSYC 7030
   i. Revised course prefix COUN 7200 (pages 106-107) Deactivation PSYC 7200
   j. Revised course prefix COUN 8200 (pages 108-109) Deactivation PSYC 8200
   k. Revised course prefix, and prerequisite COUN 8250 (pages 110-111) Deactivation PSYC 8250
   l. Revised course prefix, and prerequisite COUN 8610 (pages 112-113) Deactivation PSYC 8610

5. **COLLEGE OF BUSINESS ADMINISTRATION**
   a. Revised college narrative – BBA Learning Goals and Objectives (pages 114-116)
   b. Revised college narrative – General Business Administration (pages 117-118)
   c. Revised Learning Goals and Objectives for Accounting majors (pages 119-121)
   d. Revised degree requirements for the BBA in Accounting (pages 122-124)
   e. Revised course title ACCT 3400 (pages (125-126)
   f. Revised course prerequisites ACCT 3201 (pages 127-128)
   g. Revised course prerequisites ACCT 4500 (pages 129-130)
   h. Revised department narrative – Department of Economics, Finance, and Healthcare Administration (pages 131-132)
   i. Revised Learning Goals and Objectives for Applied Economics (pages 133-135)
   j. Revised degree requirements BBA in Applied Economics (pages 136-138)
   k. Revised Learning Goals and Objectives for Finance (pages 139-141)
   l. Revised degree requirements BBA in Finance (pages 142-144)
   m. Revised Learning Goals and Objectives for Healthcare Administration (pages 145-147)
   n. Revised degree requirements BBA in Healthcare Administration (pages 148-150)
   o. Revised Learning Goals and Objectives for International Business (pages 151-153)
   p. Revised degree requirements BBA in International Business (pages 154-156)
   q. Revised course description for BUSA 2999 (pages 157-159)
   r. Revised course description for BUSA 3999 (pages 160-162)
   s. New course BUSA 4999 (pages 163-168)
   t. New certificate Entrepreneurship (pages 169-171)
   u. Revised degree requirements for the BBA in General Business (pages 172-174)
   v. Revised degree requirements for the BBA in Management (pages 175-177)
   w. Revised degree requirements for the BBA in Marketing (pages 178-180)
   x. Revised course prefix BUSA 3450 (pages 181-182) Deactivation MGNT 3450
   y. Revised course title and description MKTG 3080 (pages 183-184)
   z. Revised course prerequisites and description MKTG 4010 (pages 185-185)
   aa. Revised course prerequisites MKTG 4160 (pages 186-187)
   bb. Revised course prerequisites MKTG 4170 (pages 188-189)
   cc. Revised course title, prerequisite, and description MKTG 4000 (pages 190-191)

dd. Revised course title, prerequisites, and description MKTG 4050 (pages 192-193)
ee. Revised requirements for the minor in Advertising and Promotions (pages 194-196)
ff. Revised requirements for the minor in Business Analytics (pages 197-199)
gg. Revised requirements for the minor in Human Resource Management (pages 200-201)
hh. Revised requirements for the minor in Operation Management (pages 202-203)
ii. Revised requirements for the minor in Professional Sales (pages 204-206)
jj. Deactivation of Supply Chain Management minor (pages 207-208)
kk. Deactivation of MGNT 4010 (pages 209-210)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 7, 2022

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, March 7, 2022. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Ray Elson (Proxy Dr. Candace Witherspoon), Dr. Kristy Litster, Dr. Anurag Dasgupta, Mr. Ken Smith, Ms. Chalise Ludlow, Dr. Lois Bellflowers, Mr. Tommy Crane, Dr. Deborah Brill, Dr. R. Paul Mihail, Dr. Jan Drake, Dr. Ray Elson, Dr. George Wilson, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Brian Williams, Ms. Mallory Lane, Mr. Ken Smith (Proxy Ms. Catherine Bowers), and Ms. Tera Ray.

Members Absent: Ms. Gabrielle Stellmacher, Dr. Brian Sowa, Dr. Fleming Bell, and Ms. Catherine Bowers.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Cynthia Tori, Dr. Michelle Ritter, Dr. Anne Greenfield, Dr. Ashley Soske, Dr. Josphine Chaumba, Dr. Ofelia Nikolova, Dr. Ellis Heath. Fred Knowles, Dr. Hanae Kanno, and Dr. Michael Schnidt.

The Minutes of the February 14, 2022 meeting were approved by email on February 28, 2022. (pages 1-5).

A. College of Nursing and Health Sciences

1. Revised course prerequisites, title, and description, Nursing, (NURS) 7590, "Advanced Practice Nursing: Capstone", (ADV PRACTICE NURS: CAPSTONE – 6 credit hours, 1 lecture hour, 15 lab hours, and 16 contact hours), was approved effective Summer Semester 2022 with the effective term changed to Summer 2022 from Spring 2022. (pages 6-8).

B. College of Humanities and Social Sciences

1. Revised website graduation information for the MA in English was approved effective Fall Semester 2022. (pages 9-12).

2. New course, Russian (RUSS) 3010, "Intermediate Russian Grammar and Conversation", (INTER RUSSIAN GRAMMAR/CONVRSTN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 13-17).

3. New course, Russian (RUSS) 3900, "Intermediate Russian through Film", (INTER RUSSIAN THROUGH FILM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read ...films, to strengthens oral... . (pages 18-25).

C. College of the Arts

1. Revised requirements for the BFA in Theatre Arts – Theatre Management Track was approved effective Fall Semester 2022. (pages 26-27).

2. Revised course prerequisites, Theatre Arts (THEA) 3950, "Fundamentals of Play Directing", (FUNDAMENTALS OF PLAY DIRECTING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 28-29).

3. Revised requirements for the BFA in Interior Design was approved effective Fall Semester 2022. (pages 30-33).

4. Revised course credit hours, prerequisites and description, Interior Design (ARID) 4000, "Special Topics in Interior Design", (SPEC TOPICS IN INTERIOR DESIGN – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2022. (pages 34-35).

5. Revised degree narrative and requirements for the BFA in Art Education was approved effective Fall Semester 2022 with Major Curriculum hours changed from 64 to 69, SPEC 3000 was changed to SPEC 2000, and Guided Electives in ART or ARTH changed from 11 to 12. (pages 36-41).

6. Revised course prerequisites and description, Art Education (ARED) 3010, "Elementary Arts Methods, (ELEMENTARY ART MEHODS – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2022. (pages

42-43).

7. Revised course prerequisites, Art Education (ARED) 3012, "Secondary Art Methods, (SECONDARY ART MEHODS – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2022. (pages 44-45).

D. College of Business Administration

1. Revised degree requirements for the MACC was approved effective Fall Semester 2022. (pages 46-47).

2. Revised course title, Master of Accountancy (MACC) 7100, "Seminar in Financial Accounting", (SEMINAR IN FINANCIAL ACCOUNTNG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022. (pages 48-49).

3. Revised course title, Master of Accountancy (MACC) 7220, "Consolidations and Partnership Accounting", (CONSLDTNS & PARTNERSHIP ACCTNG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 50-51).

4. Revised website Important Program Information for the MBA was approved effective Fall Semester 2022. (pages 52-53).

5. Revised degree requirements for MBA was approved effective Fall Semester 2022. (pages 54-56).

6. Revised course title, Master of Business Administration (MBA) 7050, "Marketing", (MARKETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022. (pages 57-58).

7. Revised course title and prerequisite, Master of Business Administration (MBA) 7900, "Strategy and Competition", (STRATEGY AND COMPETITION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 59-60).

8. Revised website Important Program Information for the WMBA was approved effective Fall Semester 2022. (pages 61-62).

9. Revised degree requirements for the WMBA was approved effective Fall Semester 2022. (pages 63-65).

10. Revised course description, Web Master Business Administration (WMBA) 6000, "Human Behavior in Organizations", (HUM BEHAVIOR IN ORGANIZATIONS– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - An exploration of the ways in which human behavior affects management and leadership as well as individual, group, and organizational performance. (pages 66-67).

11. Revised course description, Web Master Business Administration (WMBA) 6010, "Managerial Accounting", (MANAEGERIAL ACCOUNTING– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - The use of internal and external data to enhance the decision-making skills of managers. The course includes an overview of the management accounting function within the organization, cost management and cost accumulation systems, planning and control systems, use of historical data in forecasting costs, and the use of accounting information in management decision-making. These concepts will be applied to a variety of companies using problems and case studies, which improve critical thinking, problem solving, and communication skills. Students will be able to understand and apply accounting information in management decision making functions. (pages 68-70).

12. Revised course description, Web Master Business Administration (WMBA) 6030, "Global and International Business", (GLOBAL & INTN BUSINESS– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 – with the description changed to read - And exploration of growing opportunities and potential risks in doing business across national boundaries will be explored. The nature and economic role of the global business, including the impact of legal, political, social, and cultural variables are examined for their influence upon business performance and managerial activity. The concepts will be applied to case studies, country report, and other assignments. Students will have a truly global approach in identifying, analyzing, and solving problems. (pages 71-72).

13. Revised course description, Web Master Business Administration (WMBA) 6040, "Managerial Decision Analysis Using Business Intelligence", (MGNT DEC ANALY BUS INTELLIGENC– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - An introduction to the statistical and management science techniques that are most commonly used by managers in both the public and private sectors. The course provides tools for a team project. Three main themes of this course are data analysis, optimization, and decision-making under uncertainty. (pages 73-75).

14. Revised course description and prerequisite, Web Master Business Administration (WMBA) 6050, "Strategic Marketing", (STRATEGIC MARKETING– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - A study of the strategic managerial aspects of marketing as well as basic marketing concepts and tools and strategies used by marketing managers. Topics include product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing activities. Students will undertake a strategic marketing simulation that allows them to apply and demonstrate understanding of the concepts learned in the course. (pages 76-77).

15. Revised course description, Web Master Business Administration (WMBA) 6060, "Managerial Finance", (MGNT FINANCE– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. The course develops knowledge, analytical skills and communication skills in the area of financial management. Students will learn to analyze a company's financial position relative to the industry, apply time value of money concepts to business cash flows, evaluate the acceptability of a short-term and long-term financial decision, and understand the relationship between capital structure, risk, and the cost of capital. (pages 78-79).

16. Revised course description, Web Master Business Administration (WMBA) 6100, "Operations and Supply Chain Management", (OPERATIONS SUPPLY CHAIN MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - A course designed for both new and high level managers addressing operations strategy, process selection, capacity planning, facility location and layout planning, job design, and total quality management. Students will apply concepts to operational issues and challenges in their daily function and identify strategic decisions in operations management; select the appropriate process for a given production system; employ available techniques in firm's long-range capacity planning and layout design; and apply all related OM [what is OM?] approaches in management decision making processes. (pages 80-81).

17. Revised course description and title, Web Master Business Administration (WMBA) 6070, "Entrepreneurship", (ENTREPRENEURSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 – with the description changed to - A study of the perspective of both the would-be entrepreneur and the manager of creative and entrepreneurial activity within established organizations. The course covers new venture startup process and strategies for increasing the likelihood of successful venture launch. Other topics include models of new venture formation, strategic resource acquisition and deployment, marketing, operations, and financial strategies for successful ventures, and the leadership skills and behaviors required for venture success, as well as how to write a business plan and assess business plans written by others. (pages 82-83).

18. Revised course description and title, Web Master Business Administration (WMBA) 6080, "Management Information Systems", (MGNT INFO SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - A study of how technology can affect organizational success, impacting decision making from operational activities to strategic decisions. Business cases, current events, and personal experiences are used. Student teams investigate emerging technology topics and record videos to apply the new technology to business opportunities. For the final project, students will interview a CIO (or equivalent) and apply the skills learned to develop a framework for IT decisions. (pages 84-85).

19. Revised course description and title, Web Master Business Administration (WMBA) 6110, "Business Strategic Management", (BUSINESS STRATEGIC MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - An integrative capstone for the WebMBA. Students learn how to audit and analyze complex situations to determine the firm's strategies for long-run survival and growth in competitive markets as well as techniques for analysis of environmental conditions and trends, opportunities and threats, and resource strengths and limitations through case studies, discussions, and a sophisticated strategy simulation. Students will plan, implement, and control organizational efficiency and effectiveness at both the strategic and operational level. (pages 86-87).

20. Deactivation of MACC 7350 and WMBA 6090 was noted effective Fall Semester 2022. (pages 88-89).

E. College of Education and Human Services

1. Revised admission requirements for the MAT in Special Education – Deaf and Hard-of-Hearing was approved effective Fall Semester 2022. (pages 90-91).

2. Revised admission requirements for the MED in Special Education – Deaf and Hard-of-Hearing was approved effective Fall Semester 2022. (pages 92-94).

3. Revised admission requirements and degree requirements for the MAT in Health and Physical Education was approved effective

Fall Semester 2022. (pages 95-98).

4. Revised narrative, admissions, and degree requirements for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2022. (pages 99-102).

5. New course, Kinesiology/Physical Education (KSPE) 6411, "Human Movement Applications", (HUMAN MOVE APP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – Prerequisite: KSPE 2999. A study of neuroanatomy... . (pages 103-113).

6. New course, Kinesiology/Physical Education (KSPE) 8420, "Foundations of Sport Coaching and Theory", (FOUND COACH THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - Prerequisite: EDUC 5999. A study of appropriate coaching behaviors to utilize with various age groups; differences in levels of competitive sports; the personal professional roles that coaches should exhibit, and the professional roles expected of a coach. . (pages 114-124).

7. Revised major destination-name, and degree requirements for the EDD in Adult Learning and Development was approved effective Fall Semester 2022. (pages 125-128). Name change requires BOR notification.

8. Revised degree requirements for the MED in Adult and Career Education-Business Education and Information Technology option was approved effective Fall Semester 2022. (pages 129-131).

9. Revised degree requirements for the MED in Adult and Career Education-Career and Technical Education Option was approved effective Fall Semester 2022. (pages 132-134).

10. Revised degree requirements for the EDD in Leadership was approved effective Fall Semester 2022. (pages 135-137).

11. Revised Other Degree Requirements for the MED in Educational Leadership – P-12 School Leadership Option was approved effective Fall Semester 2022. (pages 138-139).

12. Revised note for the EDS in Educational Leadership – Tier II Certification was approved effective Fall Semester 2022. (pages 140-141).

13. Revised requirements for the EDS in Educational Leadership – new concentration – Tier I Certification was approved effective Fall Semester 2022. (pages 142-144).

14. Revised requirements for the MED in Educational Leadership – Higher Education Leadership option was approved effective Fall Semester 2022. (pages 145-147).

15. Revised requirements for the Certification in Educational Leadership – Performance-Based was approved effective Fall Semester 2022. (pages 148-149).

16. Revised narrative and degree requirements for the MED in Instructional Technology and renaming of Corporate Training option to Instructional Technology and Training was approved effective Fall Semester 2022 – do not remove section with admission deadlines. (pages 150-158).

17. Revised narrative and requirements for the Certification Only – Library Media and renaming Library Media to School Library Media was approved effective Fall Semester 2022. (pages 159-161).

18. Revised narrative for the Certificate in Online Teaching and name changed to Certificate in Online Teaching was approved effective Fall Semester 2022. (pages 162-164).

19. Revised narrative for the Online Teaching Endorsement was approved effective Fall Semester 2022. (pages 165-167).

20. New course, Instructional Technology (ITED) 8700, "Designing Creative Learning for Students and Adults", (DESIGNING CREATIVE LEARNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – Prerequisite: ITED 8200. The application of Constructivist...enable those individuals to own instructional... . (pages 168-176).

21. Revised course title, Instructional Technology (ITED) 8100, "Theories, Models, and Perspectives of Instructional Design and Technology", (THRY, MODL, PERS INST DES TECH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 177-178).

22. Revised course description, Instructional Technology (ITED) 7050, "Distance Education", (DISTANCE EDUCATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - A study of historical background, theories, and emerging trends of distance education. The course examines the effective use of technologies and strategies to design, develop, deliver, and evaluate distance instruction. . (pages 179-180).

23. Revised course description, Instructional Technology (ITED) 7201, "Information Resources and Services", (INFO RESOURCESS & SERVICES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – The development and application of knowledge and skills to provide... . (pages 181-182).

24. Revised course description, Instructional Technology (ITED) 7204, "Literature for the P-12 School Librarian", (LITR P-12 SCHOOL LIBRARIAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 183-184).

25. Revised course description, Instructional Technology (ITED) 7500, "Vision and Planning for instructional Technology", (VISION & PLANNING ISTR TECH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An introduction to core... . (pages 185-186).

26. Revised course description, Instructional Technology (ITED) 8300, "Technology Tools for Training and Education", (TECH TOOLS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – The application of various...networks. The course includes in-depth... . (pages 187-188).

27. Revised course description, Instructional Technology (ITED) 8500, "Leadership in Instructional Technology", (LDRSHP INSTRUCTIONAL TECHNOLGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to – The student and implementation of techniques for effective organizational change. This includes working with working with leading individuals and groups to develop a shared vision for the use of technology in learning environments; advocate for equitable access in digital content and learning opportunities that meet diverse needs; and demonstrate leadership in professional environments that enhance technology. (pages 189-190).

28. Revised course title and description, Adult and Career Education (ACED) 7220, "Improvement of Instruction and Training in Technology", (IMPRVMNT INSTR TRNING TECHNLGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 191-192).

29. Revised course title and description, Instructional Technology (ITED) 7070, "Educational Data Use and Visualization", (EDUCTNL DATA USE VISUALIZATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to – A survey of techniques for data collection, analysis, and visualization in educational settings to guide professional decision-making and date presentation. (pages 193-194).

30. Revised course title and description, Instructional Technology (ITED) 7090, "Professional Development for Instructional Technology Professionals", (PROF DVLPM INSTR TECHN PROFL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 195-196).

31. Revised course title and description, Instructional Technology (ITED) 7100, "Foundations in Instructional Design and Technology", (FUNDTN INSTR DESGN & TECHNLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to - An introduction to instructional design and technology through exploring the self; theories of learning, instruction and technology integration; as well as the context surrounding professional practice. (pages 197-198).

32. Revised course title and description, Instructional Technology (ITED) 7200, "Digital Literacy and Citizenship", (DIGITAL LITERACY & CITIZENSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – The integration and... . (pages 199-200).

33. Revised course title and description, Instructional Technology (ITED) 7202, "Collection Development and Maintenance", (COLLECTIN DVLPMNT & MAINTENANC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An introduction to... . (pages 201-202).

34. Revised course title and description, Instructional Technology (ITED) 7300, "Instructional Design and Technology Integration", (INSTR DESGN & TECHNLGY INTEGR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – The design and... . (pages 203-204).

35. Revised course title and description, Instructional Technology (ITED) 7400, "Creation and Management of Digital Learning Environments", (CREATN MGNT DIGITAL LRN ENVRN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to – The creation and management of digital learning environments, including purchasing and management of software, hardware, and networking infrastructure; evaluation and selection of digital tools; and creation of learning spaces.. (pages 205-206).

36. Revised course title and description, Instructional Technology (ITED) 8400, "Technology for Learning Environments: Evaluation, Selection, and Management", (TECH FOR LEARNING ENVIRONMENTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to – Evaluation, selection, and manage educational technology for learning environments, including purchasing and procurement of technology; suitability of technology; and management of technology infrastructure for learning environments. (pages 207-208).

37. Revised course title and description, Instructional Technology (ITED) 8960, "Supporting Best Practices with Innovative Technologies", (SUPPORTING BEST PRACTICES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of the ways... . (pages 209-210).

38. Revised website Admission deadlines for the MED in Counselor Education-Clinical Mental Health Counseling Track was approved effective Fall Semester 2022. (pages 211-212).

39. Revised website Admission requirements for the MED in Counselor Education-Clinical Mental Health Counseling Track was approved effective Fall Semester 2022. (pages 213-218).

40. Revised course prefix was approved effective Fall Semester 2022. (pages 219-220).
    IOPY 5500 – Statistical Methods in Psychology – deactivation PSYC 5500
    IOPY 5800 – Industrial/Organizational Psychology – deactivation PSYC 5800
    IOPY 7050 – Consulting in Industrial-Organizational Psychology 1 – deactivation PSYC 7050
    IOPY 7060 – Consulting in I/O Psychology 2 – deactivation PSYC 7060
    IOPY 7080 – Group Dynamics – deactivation PSYC 7080
    IOPY 7090 – Organizational Development – deactivation PSYC 7090
    IOPY 7600 – Personnel Selection – deactivation PSYC 7600
    IOPY 7610 – Performance Appraisal – deactivation PSYC 7610
    IOPY 7690 – Professional Issues in I/O Psychology – deactivation PSYC 7690
    IOPY 7961 – I/O Psychology Practicum 1 – Deactivation PSYC 7961
    IOPY 7962 – I/O Psychology Practicum 2 – Deactivation PSYC 7962
    IOPY 8000 – Research Design and Analysis – Deactivation PSYC 8000
    IOPY 8100 – Research Methods in I/O Psychology – Deactivation PSYC 8100
    IOPY 8110 – Psychometrics – Deactivation PSYC 8110
    IOPY 8350 – Psychology of Motivation – Deactivation PSYC 8350
    IOPY 8360 – Human Resource Development – Deactivation PSYC 8360
    IOPY 8370 – Human Factors Psychology – Deactivation PSYC 8370
    IOPY 8380 – Employment Law and Personnel Practices – Deactivation PSYC 8380

41. Revised degree requirements for the MS in Psychology – Industrial-Organizational track was approved effective Fall Semester 2022. (pages 221-222).

42. Revised narrative for the MS in Marriage and Family Therapy was approved effective Fall Semester 2022. (pages 223-226).

43. Revised admission requirements for the MS in Marriage and Family Therapy was approved effective Fall Semester 2022 with the following change – Registration with Minors on Campus, which includes.... (pages 227-229).

44. Revised course prerequisite, Marriage & Family Therapy (MFTH) 7102, "Interventions in MFT", (INTERVENTIONS IN MFT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 230-231).

45. Revised course title and description, Social Work (SOWK) 6400, "Social Welfare Policy and Services", (SOCIAL WELFARE POLICY & SERVIC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - Prerequisite: Admission to the Program. A history of the social work profession and current patterns of the provision of social services. The course focuses on policy formulation process, policy analysis, and change. (pages 232-233).

46. Revised course title, prerequisite, and description, Social Work (SOWK) 7870, "Working with Victims and Perpetrators of Abuse and Neglect", (VICTMS & PERPETRATRS ABUS NEGL– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was

approved effective Fall Semester 2022 with the description change to read - Prerequisite: SOWK 6310 or permission of instructor or Advanced Standing status. An advanced seminar in working with victims and perpetrators of abuse and neglect. Content includes current knowledge about causes, dynamics, and interventions related to abuse and neglect. (pages 234-235).

47. Revised course description and title, Social Work (SOWK) 6301, "Generalist Practice I: Individuals and Families", (GENRLST PRACTICE I:INDVDL/FAM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 236-237).

48. Revised course description, Social Work (SOWK) 6302, "Generalist Practice II: Organizations and Communities", (GENRLST PRACTCE II ORG/COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An introduction...organizations, and communities with the ecological systems framework. (pages 238-239).

49. Revised course credit hours and description, Social Work (SOWK) 6004, "Social Work Practice with Groups", (SOWK GROUPS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An introduction to the knowledge, skills, and values... . (pages 240-241).

50. Revised course credit hours, Social Work (SOWK) 6800, "Field Practicum and Seminar I", (FIELD PRACTICUM & SEMINAR I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 242-243).

51. Revised course credit hours, Social Work (SOWK) 6900, "Field Practicum and Seminar II", (FIELD PRACTICUM & SEMINAR II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 244-245).

52. Revised course credit hours, description and prerequisite, Social Work (SOWK) 7770, "Trauma Informed Child Welfare Practice", (TRAUMA IN CHILD WELFARE PRACT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - ...6301. An introduction... . (pages 246-247).

53. Revised course credit hours, description, and prerequisite, Social Work (SOWK) 7800, "Social Work Practice in Health Settings", (SOWK PRACTICE HEALTH SETTINGS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read ...program. Prepares for advanced... . (pages 248-249).

54. Revised course credit hours, description, and prerequisite, Social Work (SOWK) 7850, "Social Work Practice in Schools", (SOWK PRACTICE IN SCHOOLS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read ...6301. A study on the... . (pages 250-251).

55. Revised course prerequisite, Social Work (SOWK) 7810, "Psychopathology and Assessment", (PSYCHOPATHOLOGY & ASSESSMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 252-253).

56. Revised course prerequisite and description, Social Work (SOWK) 7820, "Issues in Substance Use", (ISSUES IN SUBSTANCE USE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 254-255).

57. Revised course prerequisite, Social Work (SOWK) 7840, "Seminar on Loss and Bereavement", (SEM ON LOSS & BEREAVE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 256-257).

58. Revised course prerequisite, Social Work (SOWK) 7890, "Spirituality in Social Work Practice", (SPIRITUALITY IN SOWK PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 258-259).

59. New course, Social Work (SOWK) 6203, "Human Behavior in the Social Environment", (HUMAN BEHVR SOC ENVIRONMNT– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of micro and macro... . (pages 260-274).

60. New course, Social Work (SOWK) 6204, "Diversity", (DIVERSITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read - Prerequisite: Admission to the Program. A survey of differences between individuals, marginalized populations and the dominant culture. The course explores concepts of intersectionality, human rights, and civil rights, and emphasizes application of self-reflection for the purpose of identifying personal perceptions and values in regard to differences. (pages 275-286).

61. New course, Social Work (SOWK) 6310, "Models of Intervention", (MODELS OF INTERVENTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An examination of selected treatment...practice. The course includes models based... . (pages 287-300).

62. New course, Social Work (SOWK) 7321, "Community Organizing and Planning", (COMM ORGN & PLANNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – The history, theories, and models...ethical behavior, and social, racial... . (pages 301-322).

63. New course, Social Work (SOWK) 7322, "Program Development for Human Services", (PROG DEVT HUMAN SERVICES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An overview...attention is given to designing... . (pages 323-335).

64. New course, Social Work (SOWK) 7613, "Advanced Practice Seminar", (ADV PRACTICE SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An integrative seminar... facilitate the students transition...to social work practice. (pages 336-353).

65. New course, Social Work (SOWK) 7775, "Social Work and Trauma", (SOCIAL WORK AND TRAUMA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of theories...care of secondary traumatic stress. The course assessment,... (pages 354-373).

66. New course, Social Work (SOWK) 7776, "Military Social Work", (MILITARY SOCIAL WORK – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – An overview and approaches...personnel and veterans... . (pages 374-385).

67. New course, Social Work (SOWK) 7861, "Human Services Organization Management", (HUMAN SERV ORGN MGMT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of effective...organizations, including and organizational... . (pages 386-405).

68. New course, Social Work (SOWK) 7871, "Advanced Direct Practice with Children and Adolescents", (ADV DIR PRAC CH & ADOL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – A study of direct social...families. Emphasis is placed on evidence-based... . (pages 406-425).

69. New course, Social Work (SOWK) 7910, "Advanced Cognitive Behavioral Therapy", (ADV CBT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read – Prerequisite: SOWK 6310 or Advanced Standing Status. Co-requisite: SOWK 7612. An overview of cognitive behavioral models and there application...groups. The course emphasis is...strategies, monitoring... . (pages 426-447).

70. Deactivation of SOWK 6100, 6201, 6202, 6303, 7100, 7610, and 7630 was noted effective Fall Semester 2022. (pages 448-449).

Respectfully submitted,

Stanley Jones
Registrar

Feb 22

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	10/28/2021

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	AFAM
Requestor's Name:	M. Denise Lovett	**Requestor's Role:**	Department Head

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	AFAM		**NEW Course Number:** *(Consult #s in the catalog)*	4552	
Proposed NEW Course Title:	Contemporary Black Man				
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*					
Prerequisite(s):	AFAM 3000				
Lecture Hours:	3	**Lab/Contact Hours:**		**Credit Hours:**	3

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

Prerequisite: AFAM 3000. This course explores what it means to be a Black man in the 21st century. Historical, political, and cultural perspectives will be considered.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

This course contributes to best practices in the field by being more inclusive of Africana populations. Various iterations of it have been offered as special topics; as a permanent course, it will expand the field to meet the needs of AFAM minors.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Students will complete a final exam in which course effectiveness will be assessed.

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	M. Denise Lovett		10/28/2021
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	College of Humanities and Social Sciences	**Department(s):**	Africana Studies

Contemporary Black Man
Fall 2021

COURSE NUMBER: AFAM 3600 Section IE
CEDIT HOURS: 3
TIME: Online Course
CLASSROOM: Nevins 1105
INSTRUCTOR: Dr. T. Andrews EdD; LMFT; AAMFT Approved Supervisor; MAC; SAP

Professor Phone: 229-333-2351

Professor email: ftandrews@valdosta.edu or tandrews@peacewaycms.com

Office Number/Location: Office visits are scheduled by appointment. Office Nevis Hall 2122

Office Hours: By appointment

TEACHING STYLE/PHILOSOPHY:
I use an active teaching style in the classroom. This means that you are an active participate in the learning process. You are expected to be prepared, to interact, and discuss the topics that are being taught on the given dates. My classroom and teaching style does not adhere to an experience in which you come to class, listen to lectures, take notes, and take tests. **THIS IS NOT A CLASS THAT YOU CAN COME TO EVERYDAY AND NOT GET INVOLVED.** Learning in this class comes in many shapes and forms. You will be expected to participate in discussions, exercises, and the active learning process. I conduct my class in an interactive manner which encourages participation because I believe that students learn more effectively by connecting more practical examples to a complex theory. I recognize that students learn in different ways, so I teach using three common modalities kinesthetic, visual and auditory styles. In assisting the students with comprehending the information presented in class, I utilize groups, movies and media examples as points of reference. As the educator, it is import to understand the subject well enough to convey to the students
The test material will be taken from my lectures, the discussions we have in class, and any assigned readings.

COURSE DESCRIPTION:
Prerequisite: AFAM 3000. This course explores what it means to be a Black man in the 21st century. Historical, political, and cultural perspectives will be considered.

COURSE OBJECTIVES:
1. To critically evaluate some of the issues that have plagued African American male progress.

2. To increase awareness of issues that have been barriers to the development and equality of the African American men.

3. To develop an understanding of the dynamics of racial domination in the United States, the reality and implications of that domination on the African American male.

4. To develop an understanding of how the African American male and his perspective has evolved over time.

5. Students will explore examples of successful contemporary African American males and how this success provides a blueprint for African American males to be successful today.

6. Develop an understanding of the social, political, historical perspectives that influence the African American male.

7. Learn the characteristics and attributes that serve as the blue print for African American males to be successful in today's society.

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

REQUIRED TEXT:

1) **The Black Male Handbook: A Blueprint for Life by Kevin Powell**
2) **Successful African American Men: From Childhood to Adulthood by Sandra Taylor Griffin**

OFFICE HOURS:

Please note that I am available for consultations by appointment only. You can schedule an appointment face to face, by phone or through email.

ATTENDANCE POLICY:

Absences from class seriously undermine student progress therefore; students are expected to attend each class. **LATE ARRIVALS** as well as **EARLY DEPARTURES** from class can count as an absence. As per University policy (Undergraduate Catalog, page 83), ***"a student who misses more than 20% (n=5) of the scheduled classes of a course will be subject to receiving a failing grade ('F") in the course."*** Please note that **FIVE points** for each absence that exceeds the allowed number of absences (5) will be deducted from your final grade. The instructor will keep a record of all student absences from class. At the end of the semester, the number of absences will be reported to the Registrar's Office.

LIMIT ON COURSE WITHDRAWALS (5 "W" POLICY):

Effective fall 2010, all undergraduate students are limited to five course withdrawal ("W") grades for their entire enrollment at VSU. Once a student has accumulated five "W" grades, all subsequent withdrawals (whether initiated by the student in Banner or initiated by the instructor on the proof roll) will be recorded as "WF." The grade "WF" is calculated as an "F" for GPA purposes.

The limit on withdrawals does not apply if a student withdrawals from **ALL** classes in a given semester before the mid-term point of the semester. Transfer students, regardless of their classification upon enrolling at VSU, are also limited to five withdrawals at VSU.

CLASS NORMS:

Expression of individual opinions and free discussion is encouraged in this course. This demands tolerance (and respect) on your part for those opinions with which you do not agree. Tolerance for opinions does not refer to acceptance of prejudicial or demeaning remarks. **Personally demeaning remarks will not be tolerated**. This includes remarks that are racially and/or sexually offensive. Students who become disruptive in class will be asked to leave the class. It is expected that everyone will be respectful and conduct themselves in an orderly and professional fashion.

CELL PHONES, I-PODS, I-Pads, Laptops OTHER ELECTRONIC DEVICES:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond or leave class to respond or text in class, it disrupts the class. Therefore, **cell phone use (of *any* kind – voice, texting, calculator, photography…) is banned** during class. Phones must be rendered ***inaudible*** (either turn them off completely or at least set them not to make noise) during class time.

ASSIGNMENT POLICY:

All assignments are expected to be turned in on time. If you have a problem turning the assignment in on time you must talk to the instructor **BEFORE the project is due.** The instructor determines the adequacy of the student's justification for the late assignment and will assess a late penalty of **10% per day** each day (up to four days) the assignment is late. Please note that assignments will not be accepted beyond 4 days. Any assignment that is 4 days late will receive a maximum score of 60. Please note that all assignments in the online course must be uploaded into the blazeview assignment area.

CHEATING POLICY:

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

a) Using unauthorized notes on an exam, test, or class exercise.

b) Plagiarizing on a paper or class exercise will **automatically result in a 0. Students will not be permitted to "redo" an assignment for plagiarism**

Definition of Plagiarism:

(1) You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could

locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;

(2) It is not acceptable to edit or paraphrase another's words and present the revised version as your own work;

(3) It is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.

c) Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
d) Taking or modifying an instructor's grade book.
e) Copying from another student's exam, test, or class exercise.
f) Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics.

The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course."** Also, the instructor may decide that **further action** is warranted, and the case may "be **referred to the Dean of Students** where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

ACADEMIC HONESTY POLICIES AND PROCEDURES:

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

A. Academic Integrity Violations

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.

2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.

3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.

5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

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

B. Academic Integrity Academic Response

Valdosta State University policy is that a violation of Appendix A, Section I may and should be handled by the professor, the student, and possibly the department head or academic dean concerned with the offense. Sanctions for an academic integrity violation should be outlined in the course syllabus.

Any faculty member who has documentation and/or suspects that academic dishonesty has occurred shall

(1) Gather all pertinent information, and

(2) Meet with the student or students involved, and

(3) Inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (weblink for grade appeal form).
http://www.valdosta.edu/gradschool/documents/VSUFinalCourseGradeAppealForrev2.doc

C. Academic Integrity Disciplinary Response

To initiate the disciplinary response process to an academic integrity violation, a faculty member should submit a Report of Academic Dishonesty, along with supporting documentation as noted on the report to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office in the Dean of Students Office in accordance

with Board of Regents record retention policy. A student's file on academic dishonesty is not intended nor designed to allow access by faculty members seeking historical information or otherwise concerning a particular student. The purpose of the file is for the Dean of Students Office to determine if multiple cases of academic dishonesty have occurred during a student's academic career at Valdosta State University. If a student is found to have cheated/plagiarized and withdraws from the course prior to the awarding of a grade, the Report of Academic Dishonesty will still be placed on file in the Student Conduct Office. (http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc)

After a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee. The VSU Judicial Committee will utilize the disciplinary procedures outlined in Appendix B, Sections II.-V. of the Student Code of Conduct. The most severe sanctions such as expulsion or suspension should only result from a VSU Judicial Committee hearing and can be appealed via Appendix B, Section V of the Student Code of Conduct.

Faculty members may request that a particularly serious violation of the Academic Integrity Policy (buying or selling papers, stealing an exam, significant plagiarism at the graduate level, etc.) be referred directly to the VSU Judicial Committee. The Dean of Students and the academic dean of the student's major will consult concerning the referral of a particularly serious first offense to the VSU Judicial Committee.

INCOMPLETE GRADES POLICY:

A grade of "I" indicates that a student was doing satisfactory work but for nonacademic reasons beyond her or his control, was unable to meet full requirements of the course. A report of "I" requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which the grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. **Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified,** in accordance with this regulation. If an "I" is not changed to a letter grade within one calendar year, it will be **changed to the grade "F."** The **instructor must be contacted prior to the final exam** for consideration for an "I" grade. The instructor determines the adequacy of the student's justification for the "I" grade.

ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:

The Access Office is responsible for coordination of services for students with disabilities. The primary objectives are to provide reasonable accommodations and assure that campus programs and activities are accessible to students with disabilities. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, instruction in learning strategies, access to adaptive technology, and referral to other services.

Eligibility for provision of services requires students to provide current documentation of disability that meets criteria established by the University System of Georgia Board of Regents. All services are provided at no charge. If you have a learning disability, are visually impaired, hearing impaired, mobility impaired, or have other health-related disabilities which could impact your ability to meet course requirements, you are entitled to assistance at VSU. To receive services, the Access Office at VSU requires that you register in Farber Hall. Students requesting classroom accommodations or modifications due to a documented disability must contact

the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are **245-2498** (V/VP) and **219-1348** (TTY). Students requiring classroom accommodations or modification because of a documented disability should discuss this need with professor at the beginning of the semester (first week of class). For more information please visit their web page: http://www.valdosta.edu/access/

STUDENT SUCCESS CENTER:
The Student Success Center (SSC) acts as a compass to help students navigate their college careers and get a bearing on success through tutoring, advising, and on-campus job opportunities. The services are free. The center is located in Langdale Residence Hall. For more information please see their web page: http://www.valdosta.edu/ssc/

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

MIDTERM:
All students have the right to an evaluation of his/her grade prior to the end of the withdrawal period. If you are concerned about your standing in class, you should schedule an appointment with me to discuss your grade. Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. The last day to withdraw without penalty is **October 7, 2021 (midterm). Students who withdraw from a course after mid-term receive a grade of "WF" (which is factored as a grade of "F)." *A student may not exercise this right to withdraw to avoid sanction for academic dishonesty.***

ASSIGNMENTS AND EXPECTATIONS:

***Reflection**: (100 points each)*
There will be four reflection writings in the course. The reflections will require for you to write a reflection of a designated chapter of our text.
Discussion Questions (100 points): Each student is expected to read the required course material and participate in the class discussion. Please note that discussion questions will be posted each week on blazeview that corresponds with our weekly readings and the participants will be required to respond to the discussion

question comprehensively and must also provide at least two substantial posts to your fellow students. Virtual meetings will be conducted and will be posted on blazeview with instructions for everyone to follow.

Additional information about online discussions: Each week there will be at least one discussion question with instructions to respond to the discussion question and at least two of your fellow learner/students by the end of the week. The response to the discussion will be due on Wednesday's by 11:59pm and responses to fellow learners/students will be due on Sunday's by 11:59pm. Please note that your responses to the discussion question should be comprehensive and or detailed. Your responses to fellow learners/students must be substantial meaning it adds to the discussion and goes beyond yes I agree. As a guide your responses to the discussion questions must be a minimum of 300 words. Your responses to fellow learners/students should be a minimum of 150 words. Please place citations in the body of your response if you are using information from another source.

Project 1 (100 points): Select a contemporary African American Male and create 15-20 power point slides describing what makes this person a contemporary African American Male. You should identify attributes that are consistent to some of the attributes highlighted in our primary text (the Black Male handbook). You should capture the selected individual family history, education, obstacles, resilience, community contributions etc. You will be required to present this project to the course.

Project 2 (100 points): On this assignment you will have the choice of interviewing an African American male who you believe is or will meet the meaning of a contemporary African American Male. You should explore the selected individual experience of being an African American Male. You should also explore the individual's beliefs about the content that we discussed in our text. You can also select a movie or documentary of a contemporary African American Male. In this case you would write about the movie or documentary and what makes this individual a contemporary African American Male.

METHODS OF EVALUATION:

In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.
Grades will be awarded on the following basis:

Percentage of Points	Scale
A = 90% to 100% of possible points	A= 700-630
B = 80% to 89% of possible points	B= 623-560
C = 70% to 79% of possible points	C= 553-490
D = 60% to 69% of possible points	D= 483-420
F = 59% and below of possible points	F= 413 and below

Evaluation for course grades will be computed according to the following formula:

Reflection #1.....100 points
Reflection #2.....100 points
Reflection #3.....100 points
Reflection #4.....100 points
Project #1.....100 points
Project #2.....100 points
Discussion Questions.....100 points

Total.....700 points

Tentative Scheduled

CLASS :	TOPIC:
09-07-2021	Reflection 1
09-28-2021	Reflection 2
10-11 thru 10-12	Fall Break
10-21-21	Project 1
10-26-2020	Reflection 3
11-18-21	Project 2
11-23-2021	Reflection 4
11-24 thru 11-26	Thanksgiving Break
12-6-21	Last Day of class

DocuSign Envelope ID: 281BE122-56E5-47BE-A312-92AC75FAA42D

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	*Select Date.*

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	English
Requestor's Name:	Adam Wood	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Professional Practices: Writing, Editing & Journalism		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/english/ba-english/		

Present Requirements:

Journalism and Editing Track

Code	Title	Hours
Required Courses		18
ENGL 3110	British Literature I	3
or ENGL 3120	British Literature II	
ENGL 3210	American Literature I	3
or ENGL 3215	American Literature II	
JOUR 3080	Editing for Publications	3
JOUR 3510	News Writing	3
JOUR 4500	Document Design	3
ENGL 4900	Senior Seminar	3

Proposed Requirements: *(hover over for instructions)*

Journalism and Editing Track

Professional Practices: Writing, Editing & Journalism

Code	Title	Hours
Required Courses		*26*
ENGL 3110	British Literature I	3
or ENGL 3120	British Literature II	
ENGL 3210	American Literature I	3
or ENGL 3215	American Literature II	
JOUR 3080	Editing for Publications	3
JOUR 3510	News Writing	3
JOUR 4500	Document Design	3
ENGL 4900	*Senior Seminar*	*3*
ENGL 3040	Digital Writing	3
ENGL 3010	Professional Writing	3
JOUR 3520	Essential Reporting Skills	2
ENGL 3400	Introduction to Creative Writing	3
Select one of the following paths:		34

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Select one of the following paths:	42
News Path	
Magazine Path	
Editing Path	
Total Hours	60

Course List

News Path

Code	Title	Hours
JOUR 3540	The Law and Journalism	3
JOUR 3570	Photojournalism	3
ENGL 3400	Introduction to Creative Writing	3
JOUR 3520	Essential Reporting Skills 9	1-2
JOUR 2500	Journalism Newspaper Seminar	3
or JOUR 4800	Internship in Journalism	
JOUR 4510	Feature Writing	3
or JOUR 4540	Journalism in the Digital Age	
JOUR 4520	Literary Journalism	3
or JOUR 4570	Introduction to Sportswriting	
JOUR 4550	Reporting	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL) 10		6
General electives		13

Course List

Magazine Path

News Path
Writing for Professions

Magazine Path
Journalism

Creative Genres

Editing *Path*

Total Hours	60

Course List

News Path
Writing for Professions

Code	Title	Hours
JOUR 3540	*The Law and Journalism*	*3*
JOUR 3570	*Photojournalism*	*3*
ENGL 3400	*Introduction to Creative Writing*	*3*
JOUR 3520	*Essential Reporting Skills 9*	*1-2*
JOUR 2500	*Journalism Newspaper Seminar*	*3*
or JOUR 4800	*Internship in Journalism*	
JOUR 4510	*Feature Writing*	*3*
or JOUR 4540	*Journalism in the Digital Age*	
JOUR 4520	*Literary Journalism*	*3*
or JOUR 4570	*Introduction to Sportswriting*	
JOUR 4550	*Reporting*	*3*
ENGL 4630	Advanced Professional Writing	3
ENGL 3030	Writing for the Legal & Social Science	3
ENGL 3020	Technical Writing and Editing	3
ENGL 4600	Narrative at Work	3
Must have 6 hours internship credit or the EXPL 3000/3010 sequence.		6

JOUR 4800	Internship in Journalism
ENGL 4800	Internship in English
EXPL 3000	Internship Preparation for NonProfits
EXPL 3010	College of Humanities and Social Sciences Internship

DocuSign Envelope ID: 281BE122-56E5-47BE-A312-92AC75FAA42D

Code	Title	Hours
JOUR 3540	The Law and Journalism	3
JOUR 3570	Photojournalism	3
ENGL 3400	Introduction to Creative Writing	3
JOUR 3520	Essential Reporting Skills	2
JOUR 2500	Journalism Newspaper Seminar	3
or JOUR 4800	Internship in Journalism	
JOUR 4510	Feature Writing	3
or JOUR 4570	Introduction to Sportswriting	
JOUR 4520	Literary Journalism	3
or ENGL 4480	Advanced Creative Nonfiction	
JOUR 3560	Contemporary American Magazines	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6
General electives		13

Course List

Editing Path

Code	Title	Hours
ENGL 3000	Advanced Descriptive English Grammar	3
JOUR 3560	Contemporary American Magazines	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6
General electives		10

Journalism

Code	Title	Hours
JOUR 3540	*The Law and Journalism*	*3*
JOUR 3570	Photojournalism	3
ENGL 3400	*Introduction to Creative Writing*	*3*
JOUR 3520	*Essential Reporting Skills*	*1-2*
JOUR 2500	Journalism Newspaper Seminar	2
or JOUR 4800	*Internship in Journalism*	
JOUR 4510	*Feature Writing*	*3*
or JOUR 4540	*Journalism in the Digital Age*	
JOUR 4520	Literary Journalism	3
or JOUR 4570	*Introduction to Sportswriting*	

Choose two from those listed below: 6

JOUR 4550	Reporting
JOUR 4570	Introduction to Sports Writing
JOUR 3560	Contemporary American Magazines
JOUR 4510	Feature Writing

Must have 6 hours internship credit or the EXPL 3000/3010 sequence. 6

DocuSign Envelope ID: 281BE122-56E5-47BE-A312-92AC75FAA42D

ENGL 3400	Introduction to Creative Writing	3
or ENGL 4480	Advanced Creative Nonfiction	
ENGL 3010	Professional Writing	3
or ENGL 4630	Advanced Professional Writing	
Select at least two of the following:		8
ENGL 4800	Internship in English	
CWCL 2500	Contemporary Literary Magazines: Revision, Editing, and Production	
JOUR 2500	Journalism Newspaper Seminar	
JOUR 2510	Journalism Magazine Seminar	
ENGL 4700	Directed Study	
ENGL 4640	Studies in Composition Theory	3
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6
General electives		13

JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000	Internship Preparation for NonProfits	
EXPL 3010	College of Humanities and Social Sciences Internship	
ENGL 3070	Freelance Writing	1
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL) 10		6
General electives		7

Magazine Path

Code	*Title*	*Hours*
JOUR 3540	*The Law and Journalism*	*3*
JOUR 3570	*Photojournalism*	*3*
ENGL 3400	*Introduction to Creative Writing*	*3*
JOUR 3520	*Essential Reporting Skills*	*2*
JOUR 2500	*Journalism Newspaper Seminar*	*3*
or JOUR 4800	*Internship in Journalism*	
JOUR 4510	*Feature Writing*	*3*
or JOUR 4570	*Introduction to Sportswriting*	
JOUR 4520	*Literary Journalism*	*3*
or ENGL 4480	*Advanced Creative Nonfiction*	
JOUR 3560	*Contemporary American Magazines*	*3*
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		*6*
General electives		*13*

Creative Genres

DocuSign Envelope ID: 281BE122-56E5-47BE-A312-92AC75FAA42D

Code	Title	Hours
Choose from the courses below. May repeat each ENGL course once.		12
ENGL 4440	Advanced Poetry Writing	
ENGL 4460	Advanced Fiction Writing	
ENGL 4480	Advanced Creative Nonfiction	
JOUR 4520	Literary Journalism	
Choose one course from those listed below:		2
ENGL 2500	Contemporary Literary Magazines	
JOUR 2510	Journalism Magazine Seminar	
Must have 6 hours internship credit or the EXPL 3000/3010 sequence.		6
JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000	Internship Preparation for NonProfits	
EXPL 3010	College of Humanities and Social Sciences Internship	
ENGL 3070	Freelance Writing	1
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL) 10		6
General electives		7

Editing Path

Code	Title	Hours
ENGL 3000	Advanced Descriptive English Grammar	3
JOUR 3560	*Contemporary American Magazines*	*3*
ENGL 3400	*Introduction to Creative Writing*	*3*
or ENGL 4480	*Advanced Creative Nonfiction*	

DocuSign Envelope ID: 281BE122-56E5-47BE-A312-92AC75FAA42D

ENGL 3010	*Professional Writing*	3
or ENGL 4630	Advanced Professional Writing	
LING 4160	Language in Society	3
Select at least two of the following:		4
ENGL 4800	*Internship in English*	
CWCL 2500	Contemporary Literary Magazines: Revision, Editing, and Production	
JOUR 2500	Journalism Newspaper Seminar	
JOUR 2510	Journalism Magazine Seminar	
ENGL 4500	Publishing Academic Journals	
ENGL 4700	*Directed Study*	
ENGL 4640	*Studies in Composition Theory*	*3*
Must have 6 hours internship credit or the EXPL 3000/3010 sequence.		6
JOUR 4800	Internship in Journalism	
ENGL 4800	Internship in English	
EXPL 3000	Internship Preparation for NonProfits	
EXPL 3010	College of Humanities and Social Sciences Internship	
ENGL 3070	Freelance Writing	1
Upper division electives (3000- or 4000-level courses outside of JOUR or ENGL)		6
General electives		8

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field ☐ Other –

This revised curriculum provides a more defined connection between the paths and the professions these paths prepare students for. Employers will be able to substantiate the relationship between course work and desired employee

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attributes, including entry-level skills and promotability. In addition, all students will be required to complete 6-7 hours of practicum credit, primarily through internships.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

The program will be assessed using current departmental criteria from ENGL 4900 in path-specific courses, specifically, ENGL 4900 for the Creative Genres Path; ENGL 4630 for the Writing for Professions Path and the Editing Path; and JOUR 4520 for the Journalism Path. That is, the program will be assessed on its ability to teach research, writing, and presentation skills applicable to each specialization. We will also include SOIs and related student surveys.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Adam Wood	DocuSigned by: Adam Wood 0C8E1BA25EA14C2...	3/24/2022 | 3:4
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	4/1/2022 | 11:15
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412	4/1/2022 | 11:1
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	*Select Date.*

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	WGST
Requestor's Name:	Christine James	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WGST 3330	**Course Prefix and Number:**	WGST 3330
Course Title:	Studies in Women and Literature	**Course Title:**	Studies in Women and Literature
Lecture Hours:	3	*Lecture Hours:*	3
Lab/Contact Hours:	0	*Lab/Contact Hours:*	0
Credit Hours:	3	*Credit Hours:*	3
Pre-requisites:	ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140	**Pre-requisites:**	ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, or 2060

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
WGST 3330. Studies in Women and Literature. 3 Hours. Also offered as ENGL 3330. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060, or 2140. An examination of selected topics in literature by or about women.	WGST 3330. Studies in Women and Literature. 3 Hours. Also offered as ENGL 3330. Prerequisite: ENGL 2111 or 2111H, 2112 or 2112H, 2113 or 2113H, or 2060. An examination of selected topics in literature by or about women.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

ENGL curriculum changed numbers of the literature courses, this is just to change prerequisites to match ENGL.

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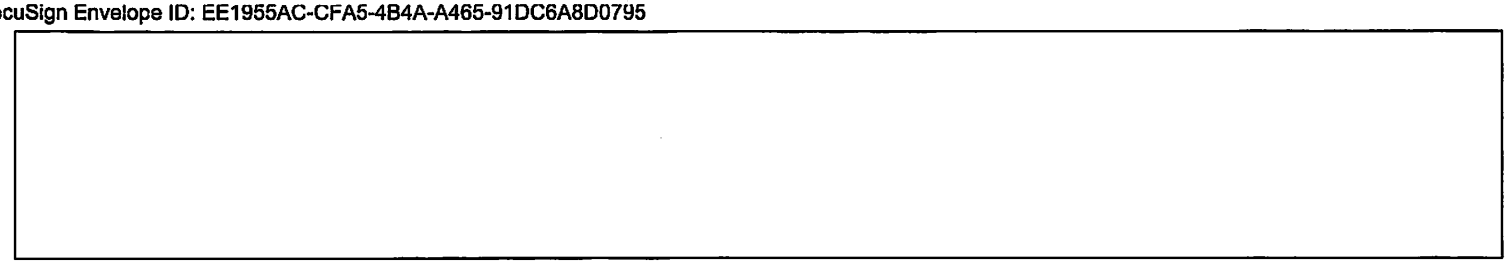

DocuSign Envelope ID: EE1955AC-CFA5-4B4A-A465-91DC6A8D0795

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Adam Wood	DocuSigned by: Adam Wood 0C8E1BA25EA14C2...	3/24/2022 | 3:49
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	4/1/2022 | 11:1
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412	4/1/2022 | 11:1
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Christine James

DocuSigned by: Christine James 2952FBCBBDA443C...

4/1/2022 | 10:53 AM EI

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Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	02/21/2022

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	WGST
Requestor's Name:	A.J. Ramirez	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	WGST 4450	**Course Prefix and Number:**	WGST 4450
Course Title:	Internship in Women and Gender Studies	**Course Title:**	Internship in Women and Gender Studies
Lecture Hours:	3	*Lecture Hours:*	3
Lab/Contact Hours:	0	*Lab/Contact Hours:*	0
Credit Hours:	3	*Credit Hours:*	3
Pre-requisites:	WGST 3000	**Pre-requisites:**	WGST 3000

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
WGST 4450. Internship in Women and Gender Studies Prerequisites: WGST 3000 and earned at least nine hours on approved 4000-level courses with at least a "C" or better; overall 2.5 GPA. Graded Satisfactory or Unsatisfactory. Open to WGST minors only. Supervised on-site field experience in a community, government, or private organization that serves women or educates the public about women and gender issues. Students will apply knowledge from WGST coursework, especially regarding gender equity and cultural diversity, to their internship setting. Must have approval of WGST Coordinator in collaboration with Internship agency. This course may be repeated for credit once.	WGST 4450. Internship in Women and Gender Studies Prerequisites: WGST 3000 and earned at least nine hours on approved 4000-level courses with at least a "C" or better; overall 2.5 GPA. Graded Satisfactory or Unsatisfactory. Open to WGST minors only. Supervised on-site field experience in a community, government, or private organization that serves women or educates the public about women and gender issues. Students will apply knowledge from WGST coursework, especially regarding gender equity and cultural diversity, to their internship setting. Must have approval of WGST Coordinator in collaboration with Internship agency. This course may be repeated for credit once. May be Cross-listed with SOCI 4540

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

Due to low numbers of enrollment it seems practical to cross-list the two internship courses since they follow the same procedures and policy of internship. Most cost effective to institution.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Darrell Ross	DocuSigned by: Darrell Ross AC6B043381F84BD...	3/30/2022 | 4:2
College/Division Executive Committee	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	4/1/2022 | 11:15
Dean/Director	James LaPlant	DocuSigned by: James LaPlant CFD1633B1A51412...	4/1/2022 | 11:15
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

***Will this change impact another college/department?**	☐ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

Christine James

DocuSigned by: Christine James 2952FBCBBDA443C...

3/30/2022 | 4:55 PM EDT

Program Director

DocuSign Envelope ID: F6030396-8C8A-407F-9D1C-236509B41D37

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	03/7/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Dept. of Art & Design
Requestor's Name:	Dr. Jenny Evans	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ARED 3000	**Course Prefix and Number:**	
Course Title:	Elementary Art Methods	**Course Title:**	
Lecture Hours:	1	*Lecture Hours:*	
Lab/Contact Hours:	4	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	*ARED 2999* and a minimum GPA of 2.75.	**Pre-requisites:**	EDUC 2999 and a minimum GPA of 2.75.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The study of curricular frameworks, course content, and pedagogical strategies associated with best practices in the field of art education.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Course ARED 2999 is no longer being taught and has been replaced with EDUC2999, previously this was the pre-requisite for this class.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

N/A - Updating based on current classes being offered.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Michael T Schmidt, Interim Head, DoA&D	DocuSigned by: 3F9E5C30D32047F...	3/8/2022 | 1:40 PM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32047F...	3/8/2022 | 1:40 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 05FDDEBB0EA546E...	3/8/2022 | 1:44 PM EST
Graduate Executive Committee (for graduate course)	N/A		
Graduate Dean (for graduate course)	N/A		
Academic Committee			

***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Education and Human Services	**Department(s):**	CoEHS Executive Committee

DocuSign Envelope ID: 94EACFEE-0D64-425E-9AA8-0DC2F3019F53

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission: 01/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Communication Arts
Requestor's Name:	David Nelson	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MAIC 6150	**Course Prefix and Number:**	
Course Title:	Media Entrepreneurship	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
A study of strategies for managing communication technologies in today's economy, including budget management, workflows, legal/regulatory considerations, and communicating with vendors from different sectors of the economy.	*A study of strategies for managing communication technologies in today's economy, including budget management, workflows, legal/regulatory considerations, and communicating with vendors from different sectors of the economy.* A study of strategies for funding and leveraging communication technologies in an ever-changing economy, including resource management, project timelines and workflows, legal and regulatory considerations, and communication with constituents from different sectors of the distribution process.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every other Year*

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

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

The course description was updated to reflect current best practices in the communication field and student feedback from the program. In the process of updating the description, the faculty looked at several other institutions with similar classes while examining industry best practices. The program also conducted focus student focus groups to help address their needs within the classroom.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The MAIC program will measure student outcome assessments (SOAS) to measure its success. The program will continue to assess the changes and discuss if the changes address the needs of the students and the program. Student surveys and focus groups will also help assess any changes.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Nicole Cox, Interim Head Comm Arts	DocuSigned by: Nicole B. Cox 4CB1115DCFC2464...	3/2/2022 | 9:08 AM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847F...	3/2/2022 | 4:16 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEBB6EA546E...	3/3/2022 | 8:06 AM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky da Cruz, Dean Graduate School	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☑ No Yes *[select college & indicate department(s)]*	
College:	Academic Division	**Department(s):**	Graduate School

DocuSign Envelope ID: 94EACFEE-0D64-425E-9AA8-0DC2F3019F53

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Communication Arts
Requestor's Name:	David Nelson	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MAIC 6250	**Course Prefix and Number:**	
Course Title:	Theory and Design of Emerging Communication	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Theoretical approaches to analyzing and designing communication for an evolving global environment	*Theoretical approaches to analyzing and designing communication for an evolving global environment* The examination of conceptual, methodological issues and decisions underpinning the determination of communication campaign effects, planning, implementation, and evaluation, including practical and theoretical developments with information processing: media choice, technology and organizational design, and networks.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every other Year*

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

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

The course description was updated to reflect current best practices in the communication field and student feedback from the program. In the process of updating the description, the faculty looked at several other institutions with similar classes while examining industry best practices. The program also conducted student focus groups to help address their needs within the classroom.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The MAIC program will measure student outcome assessments (SOAS) to measure its success. The program will continue to assess the changes and discuss if the changes address the needs of the students and the program. Student surveys and focus groups will also help assess any changes.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Nicole Cox, Interim Head Comm Arts	DocuSigned by: Nicole B. Cox 4GB1115DGFG2464...	3/2/2022 | 9:08 AM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847F...	3/2/2022 | 4:16 PM EST
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Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky da Cruz, Dean Graduate School	Becky K. da Cruz	3/24/2022
Academic Committee			

*Will this change impact another college/department?	☑ No Yes *[select college & indicate department(s)]*		
College:	Academic Division	**Department(s):**	The Graduate School

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Communication Arts
Requestor's Name:	David Nelson	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MAIC 6300	**Course Prefix and Number:**	
Course Title:	Crisis Communication	**Course Title:**	Communication in the Social Processes of Risk and Crisis
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An examination of crisis communication management, communication tactics, and historical antecedents of current crisis.	*An examination of crisis communication management, communication tactics, and historical antecedents of current crisis.* An examination of the role of risk and crisis communication as it pertains to managing the uncertainty that people face in times of crisis and the resulting psychological, sociological, and cultural effects.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every other Year*

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

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

The course description was updated to reflect current best practices in the communication field and student feedback from the program. In the process of updating the description, the faculty looked at several other institutions with similar classes while examining industry best practices. The program also conducted focus student focus groups to help address their needs within the classroom.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The MAIC program will measure student outcome assessments (SOAS) to measure its success. The program will continue to assess the changes and discuss if the changes address the needs of the students and the program. Student surveys and focus groups will also help assess any changes.

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Academic Committee			

***Will this change impact another college/department?**		☑ No Yes *[select college & indicate department(s)]*	
College:	Academic Division	**Department(s):**	Graduate School

DocuSign Envelope ID: 94EACFEE-0D64-425E-9AA8-0DC2F3019F53

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/21/2022

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

College:	College of the Arts	**Dept. Initiating Request:**	Communication Arts
Requestor's Name:	David Nelson	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MAIC 7300	**Course Prefix and Number:**	
Course Title:	International Media	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Comparison of mass media systems throughout the world, including analysis of media structures from social, economic, and political perspectives. The role of mass media in national development and the media's role in globalization are included.	*Comparison of mass media systems throughout the world, including analysis of media structures from social, economic, and political perspectives. The role of mass media in national development and the media's role in globalization are included.* An examination of the social, political, legal, and economic forces that influence and change the worldwide media information system.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every other Year*

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

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

The course description was updated to reflect current best practices in the communication field and student feedback from the program. In the process of updating the description, the faculty looked at several other institutions with similar classes while examining industry best practices. The program also conducted focus student focus groups to help address their needs within the classroom.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The MAIC program will measure student outcome assessments (SOAS) to measure its success. The program will continue to assess the changes and discuss if the changes address the needs of the students and the program. Student surveys and focus groups will also help assess any changes.

Valdosta State University - REVISED COURSE Form

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Approvals:	Print:	Signature:	Date:
Department Head	Nicole Cox, Interim Head Comm Arts	DocuSigned by: Nicole B. Cox 46B1115DGFG2464...	3/2/2022 | 9:08 AM EST
College/Division Executive Committee	Michael T Schmidt, CoA Assoc. Dean	DocuSigned by: 3F9E5C30D32847F...	3/2/2022 | 4:16 PM EST
Dean/Director	A. Blake Pearce, CoA Dean	DocuSigned by: Arthur Blake Pearce 65FDDEBB0EA546E...	3/3/2022 | 8:06 AM EST
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky da Cruz, Dean Graduate School	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☑ No Yes *[select college & indicate department(s)]*	
College:	Academic Division	**Department(s):**	Graduate School

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	03/9/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	COEHS
Requestor's Name:	Natalie Kuhlmann	**Requestor's Role:**	*Select One.*

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐Graduate	☐ Core (Area A-E) ☐Major Requirement ☐Elective	☒ Fall ☐ Spring ☐Summer	2022
Degree/Program Name:	COEHS		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Accreditation The Dewar College of Education and Human Services maintains accreditation with the Council for the Accreditation of Educator Preparation (CAEP), and all of its individual teacher preparation programs, including programs in Art Education from the College of the Arts and Spanish Education and French Education from the College of Humanities and Social Sciences, are approved by the Georgia Professional Standards Commission. The College of Education and Human Services includes the following undergraduate programs that are nationally recognized by specialized professional associations: Early Childhood Education (Association for Childhood Education International) Special Education-Deaf Education (Council for Exceptional Children) Middle Grades Education (Association on Middle Level Education) Spanish Education from the College of Humanities and Social Sciences (American Council on the Teaching of Foreign Languages) Diversity Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and	Accreditation The Dewar College of Education and Human Services, and all of its individual educator preparation programs, maintains *accreditation with the Council for the Accreditation of Educator Preparation (CAEP)* continuing approval through the Georgia Professional Standards Commission., *and all of its individual teacher preparation programs, including programs in Art Education from the College of the Arts and Spanish Education and French Education from the College of Humanities and Social Sciences, are approved by the.* In addition, at the undergraduate level, the Deaf Education (Council for Exceptional Children) and Middle Grades Education (Association on Middle Level Education) programs are nationally recognized, and the Art Education program within the College of the Arts is accredited by the National Association of Schools of Art and Design. *The College of Education and Human Services includes the following undergraduate programs that are nationally recognized by specialized professional associations:* *Early Childhood Education (Association for Childhood Education International)* *Special Education-Deaf Education (Council for Exceptional Children)* *Middle Grades Education (Association on Middle Level Education)* *Spanish Education from the College of Humanities and Social Sciences (American Council on the Teaching of Foreign Languages)* Diversity

concurs with the Valdosta State University Diversity Council that "effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning."

Teaching Degree Programs in the College of Education and Human Services

Degree	Grade
Art Education	P-12
Early Childhood Education	P-5
1Deaf Education	P-12
Foreign Language Education: French, Spanish	P-12
Health and Physical Education	P-12
Middle Grades Education	4-8
Secondary Education	6-12
Workforce Education and Development	6-12

1Denotes a 5-year program. The master's degree is required for teacher certification.

Other Degree Programs in the College of Education and Human Services
B.S.Ed. American Sign Language/English Interpreting
B.S.Ed. Communication Disorders
B.S. Office Administration and Technology
B.S.Ed. Workforce Education

Progression/Retention in Professional P-12 Education Programs
Students must meet the following requirements to be admitted to teacher education:
1. declared a major leading to teacher certification.
2. earned at least 45 semester hours.
3. maintained at least an overall 2.75 GPA.
4. passed or exempted the GACE Program Admission Assessment.
5. successfully completed the Georgia Professional Standards Commission Educator Ethics Assessment.

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that "effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning."

Undergraduate Teaching Degree Programs* *in the College of Education and Human Services*

Degree	Grade
Art Education	P-12
Early Childhood Elementary Education	P-5
1Special Education (Deaf Education)	P-12
Foreign Language Education: French, Spanish	*P-12*
Health and Physical Education	P-12
Middle Grades Education	4-8
Secondary Education	6-12
Workforce Education and Development	*6-12*

1Denotes a 5-year program. The master's degree is required for teacher certification.
*Certification-only programs are available in the fields of Art Education, Career and Technical Specializations, Elementary Education, Health and Physical Education, Healthcare Science, and Middle Grades Education.

Other Degree Programs in the College of Education and Human Services
B.S.Ed. American Sign Language/English Interpreting
B.S.Ed. Communication Disorders
B.S. Office Administration and Technology
B.S.Ed. Workforce Education and Development

Progression/Retention in Professional P-12 Education Programs
Students must meet the following requirements to be admitted to teacher education:
1. declared a major leading to teacher certification.
2. earned at least 4536 semester hours.

	3. maintained at least an overall 2.75 GPA. 4. passed or exempted the GACE Program Admission Assessment. 5. successfully completed the Georgia Professional Standards Commission Educator Ethics Assessment.

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

☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☒ Other –

Making needed catalog updates and reducing barriers to program progression by lowering minimum earned hours for teacher education admission.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

N/A

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Dr. Karla Hull	Karla Hull	3/30/2022
Dean/Director	Dr. Karla Hull	Karla Hull	3/30/2022
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☒ Yes *(select college & indicate department(s))*	
College:	College of the Arts	**Department(s):**	Art and Design; COSM: Mathematics

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/7/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	LTWD
Requestor's Name:	Steve Downey	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐Elective	☒ Fall ☐ Spring ☐Summer	2022
Degree/Program Name:	Ed.S. with a Major in Instructional Technology		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/leadership-technology-workforce-development/eds-instructional-technology/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. Georgia media specialists, technology coordinators, and other educators and trainers with a master's degree in any field are invited to apply. By completing this degree and passing the Georgia Content Assessment for the field that aligns to the candidate's program of study, the candidate will be able to add either the area of instructional technology or media specialist to the candidate's certificate and upgrade to the 6th-year level. Nine hours of advanced level course work focused on the content or content pedagogy in the candidate's area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification. These hours may be satisfied through work on a thesis, research project, or dissertation directly focused on a content field held by the educator. There are three concentrations in the Instructional Technology Program: P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.	The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. *Georgia* School media specialists, technology coordinators, and other educators *and* or trainers with a master's degree in any field are invited to apply. *By completing this degree and passing the Georgia Content Assessment for the field that aligns to the candidate's program of study, the candidate will be able to add either the area of instructional technology or media specialist to the candidate's certificate and upgrade to the 6th-year level. Nine hours of advanced level course work focused on the content or content pedagogy in the candidate's area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification. These hours may be satisfied through work on a thesis, research project, or dissertation directly focused on a content field held by the educator.* There are four concentrations associated with this degree, depending on the certification desired by the candidate. The concentrations are: 1. Technology Applications; 2. P-12 Technology Applications With Initial IT Certification; 3. P-12 Technology Applications With an In-Field Upgrade; and, 4. P-12 Technology Applications with School Library Media Certification. Concentration #1 is intended for higher education and corporate personnel as well as out-of-state educators. By completing this degree, the candidate will receive a

it6

The online program offers participants the opportunity to complete all coursework and field experiences at a distance using the Internet and the VSU Course Management System. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser. Experiential learning and application of knowledge are vital components of each class.

Technology Applications Option

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature and an action research project.
3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and proposed plan of action.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all

specialist degree in instructional technology, but will not receive certification in any Georgia teaching or service field.

Concentration #2 is intended for P-12 school personnel wanting to add instructional technology to their Georgia educator certificate. By completing this specialist degree and passing the Georgia Content Assessment for the instructional technology field, the previously-certified Georgia educator will be eligible to upgrade his/her certificate to level 6 and add the area of instructional technology to the certificate.

Concetration #3 is intended for P-12 school personnel seeking an in-field upgrade to their existing Georgia educator certificate. By completing this degree, including completion of 18 hours of content pedagogy in instructional technology and/or the candidate's area of previous certification, the candidate will be eligible to upgrade his/her existing field of certification to level 6. This concentration will not result in the field of instructional technology being added to the candidate's existing certificate.

Concentration #4 is intended for P-12 school personnel seeking dual initial certification in instructional technology and school library media. By completing this degree and passing the Georgia Content Assessments for both the instructional technology and school library media fields, the previously-certified Georgia educator will be eligible to upgrade his/her certificate to level 6 and add both instructional technology and of school library media areas to the candidate's certificate.

There are three concentrations in the Instructional Technology Program: P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

The online program offers participants the opportunity to complete all coursework and field experiences remotely *at a distance* using the Internet and the VSU Course Management System. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser. Experiential learning and application of knowledge are vital components of each class.

institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements as listed on the Graduate School website, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: March 15
Spring Deadline: November 15
No summer admission

Go to the Graduate School website and click on Our Programs, then click on Instructional Technology-Technology Applications Option- Ed.S. Program for information on:

Specific Instructional Technology-Technology Applications Option- Ed.S.

Program Admission Requirements

Instructional Technology- Technology Applications Option-Ed.S. Program Retention, Dismissal and Readmission Policies

Instructional Technology- Technology Applications Option-Ed.S. Program Graduation Requirements

To Apply Online, click here.

Requirements for the Ed.S. with a Major in Instructional Technology
Technology Applications Concentration (P-12 Public School Personnel)

Code	Title	Hours
Professional Education		3
EDUC 5999	Professional Orientation	0
ITED 8100	Theories, Models, and Perspectives of Instructional Technology	3
Instructional Technology Core		15

Technology Applications (Concentrations #1 - #3)

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and *development* leadership.
2. Candidates will use data and *current* research to inform their practices *and enhance their leadership role* in *designing, developing, utilizing, managing, and evaluating* creating and using instructional technology.
3. Candidates will demonstrate professionalism by using their knowledge and skills *the knowledge, skills, and dispositions* to create positive, effective, technology-enhanced environments for teaching and learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and/or a portfolio.
2. Candidates will demonstrate their ability to use data and *current* research to inform their practice through *completion of a review of* application and analysis of research-based literature and *an* action research *project*.
3. Candidates will demonstrate their ability to create positive environments for *student* teaching, training, and learning during collaborative class activities and field-based projects related to digital learning environments and technology-integration.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and proposed plan of action.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all graduate institutions previously attended, official test scores (GRE or MAT) if required, completed application form, fee, and any additional program requirements as listed on the Graduate School website, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow

ITED 8200	Instructional Design for Training and Education	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8400	Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration	3
ITED 8500	Leadership in Instructional Technology	3
ITED 8600	Professional Development and Program Evaluation	3
Research (in area of professional educator certification)		9
ITED 8960	Discipline-based Best Practices Literature	3
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Elective		3
Total Hours Required for the Degre		30

Successful completion of the program for any candidates in the P-12 concentration includes attempting the GACE in Instructional Technology. Prior to recommendation for instructional technology certification, the applicant pus pass the GACE for Instructional Technology. All course work in the research sequence must be completed in the area of the candidate's prior certification.

Successful completion of the program for any candidates in the P-12 concentration adding Media Specialist

adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: March 15
Spring Deadline: November 15
No summer admission

More information is available through the Department of Leadership, Technology, and Workforce Development webpage at https://www.valdosta.edu/ltwd/

Go to the Graduate School website and click on Our Programs, then click on Instructional Technology-Technology Applications Option - Ed.S. Program for information on:

Specific Instructional Technology-Technology Applications Option- Ed.S.

Program Admission Requirements

Instructional Technology- Technology Applications Option-Ed.S. Program Retention, Dismissal and Readmission Policies

Instructional Technology- Technology Applications Option-Ed.S. Program Graduation Requirements

To Apply Online, click here.

Concentration #1: Technology Applications

Course Rrequirements for the Ed.S. program with a Major in Instructional Technology: Technology Applications Concentration *(Non P-12 Public School Personnel)*.

Code	Title	Hours
Professional Education		3
ITED 8100	Theories, Models, and Perspectives of Instructional Design and Technology	3
Instructional Technology Core		1512
ITED 8200	Instructional Design for Training and Education	3

certification includes attempting the GACE in Instructional Technology as well as the Media Specialist GACE and submitting copies of the official detailed score report to the advisor. Prior to recommendation for media specialist or instructional technology certification, the applicant must pass GACE Content Assessment Tests in the respective areas and complete an approved program for recommendation for certification.

Requirements for the Ed.S. with a Major in Instructional Technology
Technology Applications Concentration (Non P-12 Public School Personnel)

Code	Title	Hours
Professional Education		3
ITED 8100	Theories, Models, and Perspectives of Instructional Technology	3
Instructional Technology Core		15
ITED 8200	Instructional Design for Training and Education	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8400	Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration	3
ITED 8500	Leadership in Instructional Technology	3
ITED 8600	Professional Development and Program Evaluation	3
Research		9
ITED 8960	Discipline-based Best	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8400	*Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration*	*3*
ITED 8500	Leadership in Instructional Technology	3
ITED 8600	*Professional Development and Program Evaluation*	*3*
ITED 8700	Creative Learning for Students and Adults	3
Research-based Pedagogy *(in area of professional educator certification)*		*9* 6
ITED 8960	*Discipline-based Best Practices Literature*	*3*
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Guided Electives		*3* 9
Total Hours Required for the Degree		30

Concentration #2: P-12 Technology Applications With Initial IT Certification

Course *R*requirements for the Ed.S. program with a Major in Instructional Technology: P-12 Technology Applications With Initial IT Certification Concentration *(P-12 Public Sschool Ppersonnel)*

	Practices Literature	
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Guided Elective		3
Total Hours Required for the Degree		30

Library Media Concentration

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

Requirements for the Ed.S. with a Major in Instructional Technology

Library Media Concentration

Code	Title	Hours
Professional Education		3
EDUC 5999	Professional Orientation	0
ITED 8100	Theories, Models, and Perspectives of Instructional Design and Technology	3
Instructional Technology Core		15 12
ITED 8200	Instructional Design for Training and Education	3
ITED 8300	Technology Tools for Training and Education	3
ITED 8400	*Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration*	*3*
ITED 8500	Leadership in Instructional Technology	3
ITED 8600 ITED 8700	*Professional Development and Program Evaluation* Designing Creative Learning for Students and Adults	3
Research (in area of professional educator certification)		9 6
ITED 8960	*Discipline-based Best Practices Literature*	*3*
ITED 8970	Action Research	3

Corequisites: P-12 Children's Literature Course and Special Education Course for the Exceptional Child

Code	Title	Hours
Professional Education		9
EDUC 5999	Professional Orientation	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
ITED 8100	Theories, Models, and Perspectives of Instructional Technology	3
ITED 8960	Discipline-based Best Practices Literature	3
Instructional Technology Core		9
ITED 7300	Instructional Technology for Teaching, Learning, and Assessment	3
ITED 8400	Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration	3
ITED 8500	Leadership in Instructional Technology	3
Library Media Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	Bibliographic Organization	3
ITED 7203	Administering School Media Centers	3
	Methods and Planning	
ITED 8999	Action Research Project	3
Guided Electives		39
Total Hours Required for the Degree		30

Successful completion of the program for any candidates in the P-12 concentration includes attempting the GACE in Instructional Technology. Prior to recommendation for instructional technology certification, the applicant *pus* must pass the GACE for Instructional Technology. All course work in the research sequence must be completed in the area of the candidate's prior certification.

Successful completion of the program for any candidates in the P-12 concentration adding Media Specialist certification includes attempting the GACE in Instructional Technology as well as the Media Specialist GACE and submitting copies of the official detailed score report to the advisor. Prior to recommendation for media specialist or instructional technology certification, the applicant must pass GACE Content Assessment Tests in the respective areas and complete an approved program for recommendation for certification.

Concentration #3: P-12 Technology Applications With an In-Field Upgrade

Course Requirements for the Ed.S. program with a Major in Instructional Technology: P-12 Technology Applications With an In-Field Upgrade.

Code	Title	Hours
Technology-Based Pedagogy		12
CIED 7601	Course Management Systems for E-Learning	3
CIED 7602	Resources and Strategies for E-Learning	3
CIED 7603	Design and Delivery of Instruction for E-Learning	3

ITED 7400	Digital Learning Environments	3
Guided Elective		3
Internship/Capstone Presentation		3
ITED 8299	Internship School Media Center	3
Total Hours Required for the Degree		36

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

ITED 8700	Designing Creative Learning for Students and Adults	3
Research-based Pedagogy		9
ITED 8960	Supporting Best Practices with Innovative Technologies	3
ITED 8970	Action Research Methods and Planning	3
ITED 8999	Action Research Project	3
Guided Electives		9
Total Hours Required for the Degree		30

Library Media Concentration

Concentration #4: P-12 Technology Applications with School Library Media Certification

Selected Educational Outcomes

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and leadership.
2. Candidates will use data and *current* research to inform their practices and enhance their leadership role in creating, using, and managing instructional technology.
3. Candidates will demonstrate professionalism by using their knowledge and skills to create positive, effective, technology-enhanced environments for *student* teaching and learning.
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and/or a portfolio.

2. Candidates will demonstrate *the* their ability to use *of* data and *current* research to inform their practice through application and analysis of research-based literature *the development of a literature review* and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of an internship portfolio, *and course-based assessments.* as well as demonstrate their ability to create positive environments for teaching, training, and learning during projects related to digital learning environments and technology-integration.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

Course *R*requirements for the Ed.S. program with a Major in Instructional Technology: School Library Media Concentration

Corequisite*s*: *P-12 Children's Literature Course and* Special Education Course for the Exceptional Child

Code	Title	Hours
Professional Education		*9*6
EDUC 5999	Professional Orientation	0
CIED 7060	Curriculum, Instruction, and Technology Integration	3
ITED 8100	Theories, Models, and Perspectives of Instructional Design and Technology	3
ITED 8960	*Discipline-based Best Practices Literature*	*3*
Instructional Technology Core		*9*12
ITED *7300* 8200	*Instructional Technology for Teaching, Learning, and Assessment*	3

	Instructional Design for Training and Education	
ITED 8400 8300	*Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration* Technology Tools for Training and Education	3
ITED 8500	Leadership in Instructional Technology	3
ITED 8700	Designing Creative Learning for Students and Adults	3
Library Media Specialization		12
ITED 7201	Information Resources and Services	3
ITED 7202	*Bibliographic Organization* Collection Development and Maintenance	3
ITED 7203	Administering School Media Centers	3
ITED *7400* 7204	*Digital Learning Environments* Literature for the P-12 Librarian	3
Guided Elective		*3*
Internship/*Capstone Presentation*Professionalism		*3*6
Guided Elective		3

	ITED 8299	Internship School Media Center	3
	Total Hours Required for the Degree		36

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

Successful completion of the program for any candidates in the initial certification-seeking P-12 concentration adding Media Specialist certification includes attempting the GACE in Instructional Technology as well as the Media Specialist GACE and submitting copies of the official detailed score report to the advisor. Prior to recommendation for media specialist or instructional technology certification, the applicant must pass GACE Content Assessment Tests in the respective areas for which certification is sought and complete an approved program for recommendation for certification.

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

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

Ed.S. in Instructional Technology program concentrations needed curriculum and catalog changes in response to the changing needs of the field (IT Program Advisory Board Meeting on 09/30/2021) and a release of a new set of GaPSC Instructional Technology Standards (effective as of January 2021).

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

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

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

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

1. Feedback from university-distributed SOIs, program-produced surveys, and/or Advisory Board Meeting minutes will be used to assess the effectiveness of the program curriculum and its delivery.
2. Student learning outcomes will be measured across the core courses using program assessments and project-specific rubrics.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Steve Downey	Steve Downey	3/10/2022
College/Division Executive Committee			
Dean/Director	Karla M. Hull	Karla Hull	3/15/2022
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*		
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	Every Semester
Degree/Program Name:	M.Ed. Counselor Education Concentration: Clinical Mental Health Counseling Concentration: School Counseling EdS School Counseling			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/med-school-counseling/ http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/education-specialist-school-counseling/			

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Requirements for the M.Ed. Degree with a Major in Counselor Education: Clinical Mental Health Counseling Concentration	Requirements for the M.Ed. Degree with a Major in Counselor Education: Clinical Mental Health Counseling Concentration
Required Courses 27 hours	Required Courses 27 hours
EDUC 5998 Professional Orientation 0 COUN 7400 Counseling Theories 3 COUN 7800 Orientation to Counseling as a Profession 3 COUN 7820 Career Counseling 3 COUN 7450 Group Counseling 3 COUN 7470 Counseling Culturally Diverse Populations 3 COUN 7900 Counseling Skills and Techniques 3 PSYC 7030 Measurement and Evaluation 3 PSYC 8250 Developmental Psychology 3 RSCH 7100 Research Methodology in Education 3	EDUC 5998 Professional Orientation 0 COUN 7400 Counseling Theories 3 COUN 7800 Orientation to Counseling as a Profession 3 COUN 7820 Career Counseling 3 COUN 7450 Group Counseling 3 COUN 7470 Counseling Culturally Diverse Populations 3 COUN 7900 Counseling Skills and Techniques 3 *PSYC* COUN 7030 Measurement and Evaluation 3 *PSYC* COUN 8250 Developmental Psychology 3 RSCH 7100 Research Methodology in Education 3
Clinical Mental Health Counseling Concentration 27 hours	Clinical Mental Health Counseling Concentration 27 hours
PSYC 7200 Psychopathology and Diagnosis 3 COUN 7420 Counseling Children and Adolescents 3 COUN 7430 Ethics 3 COUN 7850 Clinical Mental Health Counseling 3 COUN 7950 Assessment in Counseling 3 COUN 7980 Issues in Mental Health Counseling 3	*PSYC* COUN 7200 Psychopathology and Diagnosis 3 COUN 7420 Counseling Children and Adolescents 3 COUN 7430 Ethics 3 COUN 7850 Clinical Mental Health Counseling 3 COUN 7950 Assessment in Counseling 3 COUN 7980 Issues in Mental Health Counseling 3

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COUN 7981 Practicum 3
COUN 7991 Internship I 3
COUN 7992 Internship II 3

Electives choose 6 hours

COUN 7020 Expressive Arts in Counseling 3
COUN 7830 Consultation and Advocacy 3
COUN 7930 College and Career Readiness 3
PSYC 8610 Behavior Modification 3
SCHC 8300 Crisis Counseling 3

Total Hours Required for the Degree 60

Requirements for the M.Ed. Degree with a Major in Counselor Education: School Counseling Concentration

Required Courses 27 hours

EDUC 5999 Professional Orientation 0
COUN 7400 Counseling Theories 3
COUN 7800 Orientation to Counseling as a Profession 3
COUN 7820 Career Counseling 3
COUN 7450 Group Counseling 3
COUN 7470 Counseling Culturally Diverse Populations 3
COUN 7900 Counseling Skills and Techniques 3
PSYC 7030 Measurement and Evaluation 3
PSYC 8250 Developmental Psychology 3
RSCH 7100 Research Methodology in Education 3

School Counseling Concentration 27 hours

COUN 7430 Ethics 3
COUN 7010 Comprehensive Developmental School Counseling 3
PSYC 7020 Principles of Learning and Classroom Management 3
COUN 7420 Counseling Children and Adolescents 3
COUN 7930 College and Career Readiness 3
COUN 7830 Consultation and Advocacy 3
COUN 7981 Practicum 3
COUN 7991 Internship I 3
COUN 7992 Internship II 3

Electives choose 6 hours

PSYC 7200 Psychopathology and Diagnosis 3
COUN 7850 Clinical Mental Health Counseling 3
COUN 7020 Expressive Arts in Counseling 3
COUN 7950 Assessment in Counseling 3
COUN 7890 Issues in Mental Health Counseling 3

Total Hours Required for the Degree 60

COUN 7981 Practicum 3
COUN 7991 Internship I 3
COUN 7992 Internship II 3

Electives choose 6 hours

COUN 7020 Expressive Arts in Counseling 3
COUN 7830 Consultation and Advocacy 3
COUN 7930 College and Career Readiness 3
PSYC COUN 8610 Behavior Modification 3
SCHC 8300 Crisis Counseling 3
COUN 8892 Special Topics Seminar 3

Total Hours Required for the Degree 60

Requirements for the M.Ed. Degree with a Major in Counselor Education: School Counseling Concentration

Required Courses 27 hours

EDUC 5999 Professional Orientation 0
COUN 7400 Counseling Theories 3
COUN 7800 Orientation to Counseling as a Profession 3
COUN 7820 Career Counseling 3
COUN 7450 Group Counseling 3
COUN 7470 Counseling Culturally Diverse Populations 3
COUN 7900 Counseling Skills and Techniques 3
PSYC COUN 7030 Measurement and Evaluation 3
PSYC COUN 8250 Developmental Psychology 3
RSCH 7100 Research Methodology in Education 3

School Counseling Concentration 27 hours

COUN 7430 Ethics 3
COUN 7010 Comprehensive Developmental School Counseling 3
PSYC COUN 7020 Principles of Learning and Classroom Management 3
COUN 7420 Counseling Children and Adolescents 3
COUN 7930 College and Career Readiness 3
COUN 7830 Consultation and Advocacy 3
COUN 7981 Practicum 3
COUN 7991 Internship I 3
COUN 7992 Internship II 3

Electives choose 6 hours

PSYC COUN 7200 Psychopathology and Diagnosis 3
COUN 7850 Clinical Mental Health Counseling 3
COUN 7020 Expressive Arts in Counseling 3
COUN 7950 Assessment in Counseling 3
COUN 7890 Issues in Mental Health Counseling 3
COUN 8892 Special Topics Seminar 3

	Total Hours Required for the Degree 60
Requirements for the Ed.S. Degree with a Major in School Counseling SCHC 8150 Program Evaluation 3 SCHC 8160 Advanced Practice in Cognitive Behavioral Therapy 3 SCHC 8220 Social Justice in Professional Practice 3 SCHC 8300 Crisis Counseling 3 SCHC 8891 School Counseling Practicum I 3 SCHC 8995 Capstone Seminar 3 PSYC 8200 Child Psychopathology 3 PSYC 8610 Behavior Modification 3 RSCH 8000 Advanced Research Methodology 3 SCHC 8892 School Counseling Special Topics Seminar 3	Requirements for the Ed.S Degree with a Major in School Counseling SCHC 8150 Program Evaluation 3 SCHC 8160 Advanced Practice in Cognitive Behavioral Therapy 3 SCHC 8220 Social Justice in Professional Practice 3 SCHC 8300 Crisis Counseling 3 SCHC 8891 School Counseling Practicum I 3 SCHC 8995 Capstone Seminar 3 *PSYC* COUN 8200 Child Psychopathology 3 *PSYC* COUN 8610 Behavior Modification 3 RSCH 8000 Advanced Research Methodology 3 SCHC 8892 School Counseling Special Topics Seminar 3

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with other course offerings within the Counselor Education program. This includes the degree requirements for the MED Counselor Education program, both Clinical Mental Health Counseling and School Counseling concentration; as well as the EdS in School Counseling. It should be noted that these are existing courses taught within the Department of Human Services.

Additionally, the request includes adding a new elective course option, COUN 8892 Special Topics Seminar, as part of the MED Counselor Education program, both Clinical Mental Health Counseling and School Counseling concentrations.

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

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

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

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

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	3/9/2022 | 3:00 PM
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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DocuSign Envelope ID: E139BD02-884B-411E-9668-62D15B1D3513

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*		
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	Every Semester
Degree/Program Name:	M.Ed. in Counselor Education			
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-counselor-education.php https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-clinical-mental-health-counseling.php			

Present Requirements:

Program Coordinator

Dr. Teddi Cunningham
Email: tjcunnin@valdosta.edu
Phone: 229-333-5617

Admission Deadlines

Summer Only Start
Application Deadline is March 15

Admissions Requirements

REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online
One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).	Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major. Any major may apply. Must have a minimum cumulative undergraduate GPA of 2.75 on a 4.0 Scale OR meet

Proposed Requirements: *(hover over for instructions)*

Program Coordinator

Dr. Teddi Cunningham
Email: tjcunnin@valdosta.edu
Phone: 229-333-5617

Admission Deadlines

Summer *Only* and Fall Start
Application Deadline for Summer is March 15
Application Deadline for Fall is July 15

Admissions Requirements

REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online
One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed	Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major. Any major may apply. Must have a minimum cumulative undergraduate GPA of 2.75 on a 4.0 Scale OR meet

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(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School	requirements for one of the following alternative pathways: Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or Alternative Pathway 2: Have a minimum GPA of 3.0 on a 4.0 scale in all graduate coursework (must have completed at least 6 hours of graduate work in which a letter grade was awarded); or Alternative Pathway 3: Have earned a cumulative undergraduate GPA between 2.50 and 2.74 on a 4.0 scale ten or more years prior to admission. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.	in-residence at VSU will be obtained by the Graduate School	requirements for one of the following alternative pathways: Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or Alternative Pathway 2: Have a minimum GPA of 3.0 on a 4.0 scale in all graduate coursework (must have completed at least 6 hours of graduate work in which a letter grade was awarded); or Alternative Pathway 3: Have earned a cumulative undergraduate GPA between 2.50 and 2.74 on a 4.0 scale ten or more years prior to admission. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
Program Admission Assessments	Passing scores on one of the following: 1. GACE Program Admission Assessment, 2. GACE Basic Skills Assessment, or 3. Other Qualifying Assessment (GRE, SAT, ACT). Applicants may submit a copy of the score report received when they complete the exam. To document passing scores, applicants may submit official scores meeting the following thresholds on the following exams: School Counseling concentration applicants must submit official scores on the GACE exams or their exemptions. Clinical Mental Health Counseling concentration applicants must submit official scores on one of	Program Admission Assessments	*Passing scores on one of the following: 1. GACE Program Admission Assessment, 2. GACE Basic Skills Assessment, or 3. Other Qualifying Assessment (GRE, SAT, ACT).* *Applicants may submit a copy of the score report received when they complete the exam. To document passing scores, applicants may submit official scores meeting the following thresholds on the following exams:* School Counseling concentration applicants must submit official scores on the GACE exams or their *GACE exams* GACE Program Admission Assessment, GACE Basic Skills Assessment, or their exemptions.

	the three following graduate entrance exams: 1. Official scores on the Program Admission Assessment (GACE exams or their exemptions) Qualifying Program Admission Assessment exemptions include: a. SAT - 1000 (Verbal/Critical Reading + Math (prior to March 2016), or Evidence-Based Reading and Writing + Math, March 2016 - July 1, 2019), or 1080 on Evidence based Reading/Writing + Math (as of 7/1/19). b. ACT - 43 (English + Math) c. GRE - 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011 2. Official scores on the GRE: Minimum score of 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011 3. Official scores on the MAT: Minimum score of 393 SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores posted, or a score report from the testing service. Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement.
	Clinical Mental Health Counseling concentration applicants are not required to meet the Program Admission Assessment requirement. *must submit official scores on one of the three following graduate entrance exams:* *1. Official scores on the Program Admission Assessment (GACE exams or their exemptions)* *Qualifying Program Admission Assessment exemptions include:* *a. SAT - 1000 (Verbal/Critical Reading + Math (prior to March 2016), or Evidence-Based Reading and Writing + Math, March 2016 - July 1, 2019), or 1080 on Evidence based Reading/Writing + Math (as of 7/1/19).* *b. ACT - 43 (English + Math)* *c. GRE - 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011* *2. Official scores on the GRE: Minimum score of 297 (Verbal + Quantitative) OR 1030 (Verbal + Quantitative) for tests prior to August 2011* *3. Official scores on the MAT: Minimum score of 393* *SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores posted, or a score report from the testing service.* Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to

Exit

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Counseling Goal Statement	A written statement (250-500 words) describing your plans to pursue a degree in counselor education. Please see the linked prompts for more guidance.
Case Studies	Candidates will respond to two case studies using the instructions provided in the link in the left column and address the questions at the end of each case study.
Three Recommendations (General Recommendation Form Required)	Recommendations from professionals familiar with your professional and/or academic background. The Psychology and Counseling Department prefers recommendations come from current or former Psychology professors who have had you in class.
VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)	This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency.

	meet the Program Admission Assessment requirement.
Counseling Goal Statement	A written statement (250-500 words) describing your plans to pursue a degree in counselor education. Please see the linked prompts for more guidance.
Case Studies	Candidates will respond to a *two* case stud*yies* using the instructions provided in the link in the left column and address the questions at the end of each case study.
Three Recommendations (General Recommendation Form Required)	Recommendations from professionals familiar with your professional and/or academic background. The Human Services *Psychology and Counseling* Department prefers recommendations come from current or former *Psychology* professors who have had you in class.
VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)	This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency.

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

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

The purpose of this request is to change the admissions requirements to include both a summer and a fall start in hopes of increasing the number of successful applicants admitted.

Additionally, this request includes changing the graduate admissions requirements for the Clinical Mental Health Counseling concentration of the MED Counselor Education program by removing the assessment score admission requirement. The School Counseling concentration applicants must submit official scores on the GACE exams or their exemptions as governed by the Professional Standards Commission.

Finally, two other changes are requested, to change the application requirement from two case studies to one, and to change the Psychology Department to the Human Services Department.

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

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

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

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

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Increase the number of successful applicants admitted.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	3/9/2022 | 3:00 PM
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	01/28/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine Adams	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	COUN	**NEW Course Number:** *(Consult #s in the catalog)*	3800
Proposed NEW Course Title:	Orientation to Counseling as a Profession		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Orientation to Counseling		
Prerequisite(s):	None		

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

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

Principles, purposes, historic events, issues and trends, social-legal-ethical issues, and professional identity are studied. The role and function of counselors in diverse settings are identified.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this new course request is to offer an elective course, COUN 3800 Orientation to Counseling as a Profession, to undergraduate students interested in learning more about the counseling profession.

A graduate course, COUN 7800 Orientation to Counseling as a Profession, is offered by the Department of Human Services as part of the MED Counselor Education program. The intent is to cross list COUN 3800/7800 Orientation to Counseling as a Profession as a graduate and an undergraduate course. All students will attend class together at the designated time, but the course rigor and assignments required of students will reflect their academic standing (see syllabus).

The undergraduate elective course will provide field specific information to interested students and also introduce students to the Counselor Education graduate programs offered at VSU.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	3/9/2022 | 3:00 PM
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services

COUN 3800/7800
Orientation to Counseling as a Profession
Face to Face - Fall 2022
3 SEMESTER HOURS

COURSE DESCRIPTION

Orientation to the Counseling Profession. Principles, purposes, historic events, issues and trends, social-legal-ethical issues, and professional identity are studied. The
- role and function of counselors in diverse settings are identified.

INSTRUCTOR

Name: Dr. Katharine Adams
Office Number: Converse Hall 2113
Telephone Number: 229-333-5982
Email Address: ksadams@valdosta.edu

** I will respond to emails within 24 hours of receiving them during the week (Mon-Fri). If you have not received an email response within 48 hours during the week, I encourage you to email me again. Any emails sent over the weekend should expect a response on Monday.*

Office Hours:
Monday 11am – 4:00pm
Tuesday 11am – 4:00pm

** Other times available by appointment (via MS Teams, Collaborate Ultra, telephone). Please email to schedule.*

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Erford, B. T. (2018) *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (3rd ed.). Boston: Prentice: Pearson.

COURSE OBJECTIVES

Student outcomes are aligned to CACREP standards. Key Performance Indicators (KPI's) are noted.

Students will demonstrate knowledge of or skill in	How outcome is met
Specialty Standard Outcomes	
CACREP 5.G.1.a. history and development of school counseling Essay is a Key Performance Indicator.	Readings, Lecture, Class Discussion, Exam I essay question

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CACREP 5.C.l.a. history and development of clinical mental health counseling Essay is a Key Performance Indicator.	Readings, Lecture, Class Discussion, Exam I essay question
CACREP 5.G.1.b. models of school counseling programs	Readings, Lecture, Class Discussion, Exam II essay question
CACREP 5.G.2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling. Exam II Essay Question Key Performance Indicator	Readings, Lecture, Class Discussion, Exam I essay question
CACREP 5.G.l.d. Models of school-based collaboration and consultation.	Readings, Lecture, Class Discussion, Exam II essay question
CACREP 5.G.2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools. Reading Response – Key Performance Indicator	Readings, Lecture, Class Discussion, Scholarly Readings and Response, Special Topics Presentations
CACREP 5.G.2.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.	Readings, Lecture, Class Discussion, Special Topics Presentations
Core Standard Outcomes	
CACREP 2.F.1.a. history and philosophy of the counseling profession and its specialty areas Essay Question Key Performance Indicator	Readings, Lecture, Class Discussion, Exam I essay question
CACREP 2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Readings, Lecture, Class Discussion

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CACREP 2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession	Readings, Lecture, Class Discussion and Practice, Scholarly Reading and Response, Exam II essay, Special Topics Presentations
CACREP 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Readings, Lecture, Class Discussion, Exam II, Special Topics Presentations
CACREP 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues Essay Question Key Performance Indicator	Readings, Lecture, Class Discussion, Exam I essay question
CACREP 2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Readings, Lecture, Class Discussion, Exam I
CACREP 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	
CACREP 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Readings, Lecture, Class Discussion, Codes of Ethics Analysis Paper and Ethical Case Studies, Exam I
CACREP 2.F.**1.j. technology's impact on the counseling profession**	Readings, Lecture, Class Discussion, In-class Debate on the Pro's and Con's of Technology in Counseling, Exam II, Current Issues Portfolio
CACREP 2.F.1.l. self-care strategies appropriate to the counselor role	Readings, Lecture, Class Discussion
CACREP 2.F.1.m. the role of counseling supervision in the profession	Readings, Lecture, Class Discussion, Participation with Site Supervisor for Field Experience, Exam II essay

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CACREP 2.F.5.c. theories, models, and strategies for understanding and practicing consultation	Readings, Lecture, Class Discussion, Participation with Site Supervisor for Field Experience, Exam II essay
CACREP 2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Readings, Lecture, Class Discussion, Participation with Site Supervisor for Field Experience, Exam II essay
CACREP 2.F.7.f. basic concepts of standardized and non-standardized testing	Readings, Lecture, Class Discussion, Exam II essay
CACREP 2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice Exam II essay question – Key Performance Indicator	Readings, Lecture, Class Discussion, Essay question on Exam II, Current Issues Portfolio
CACREP 2.F.6.b. Dynamics associated with group process and development.	Lecture and Class Discussion

CONTENT AREAS

1. Who is the Counselor? What is Counseling?
2. History of Counseling
3. Legal and Ethical Issues in the Profession of Counseling
4. Counseling Skills
5. Individual Approaches to Counseling
6. Group Work
7. Collaboration, Consultation and the Role of Supervision
8. Development Across the Lifespan
9. Career Development
10. Testing and Assessment
11. Research and Evaluation
12. Accountability
13. Multicultural Counseling, Knowledge, and Skills
14. Developmental School Counseling Program
15. Professional Roles of Counselors
16. Counselors as Advocates

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Video
4. Group Activities
5. Presentations, Demonstration of Skills/Knowledge Attainment

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COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Readings
2. Case studies
3. Presentations
4. Writing assignments

ASSIGNMENTS

This course is offered to undergraduate and graduate students interested in professional counseling. The assignments required of students will reflect their academic standing. Undergraduate students will complete assignments 1-5 below. Graduate students will complete 1-8 below.

Details for each assignment and rubrics can be found further in this syllabus. The following are abbreviated descriptions of assignments.

1. **Current Issues in the Profession Portfolio**
   Students will compile a portfolio of current issues specific to their chosen counseling specialty and taken from a variety of sources and formats. Additional instruction for the assignment can be found further in the syllabus.

2. **Professional Interest/Personal Reflection Paper**
   In a personal reflection paper, share your reasons for and interest in becoming a counselor. Additional instruction for the assignment can be found further in the syllabus.

3. **Examinations**
   Students will complete two comprehensive examinations over the content areas during the dates specified in the syllabus. Multiple choice and essay.

4. **Quizzes**
   Students should be prepared for three unannounced quizzes on assigned chapter readings.

5. **Professionalism and Participation**
   Students will be graded on professionalism (including responding to emails), teamwork, dependability, attendance, punctuality, and participation. As professional counselors, this is a very important part of your job.

6. **Code of Ethics Analysis Paper [Graduate Students Only]**
   Students will read the ethical standards from ACA, ASCA, and APA and compare the standards. Students will write a four-five page analysis of their comparisons of the codes. A checklist for the assignment can be found further in the syllabus.
   Students will work in groups in class to discuss case studies and use the ACA and ASCA ethical codes to analyze the cases. Students will present their reactions in groups to the class.

7. **Special Topic Group Presentations [Graduate Students Only]**

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Students will be assigned to groups to present on topics in consultation with the instructor. Sample topics are school counselors advocating for the profession, school counselors as social justice advocates, the effectiveness of comprehensive school counseling programs, clinical counselors and social justice, clinical counselors establishing a private practice, counseling in the college setting, counseling in the hospital setting, collaborations between clinical counselors and school counselors, supervision in clinical counseling, supervision in school counseling, school counselors as school leaders, as well as a wide variety of student-suggested topics with professor approval. Additional instructions for the assignment can be found further in the syllabus.

8. **Field Experience [Graduate Students Only]**
   Each student will complete a 20-hour field experience in a school or clinical counseling setting with an approved school counselor (certified by the state plus a minimum 2 years' experience as a school counselor) or approved CMHC. Additional instruction for the assignment are at the end of the syllabus and on Blazeview under Field Experience Forms.

COUN 3800 (Undergraduate) COURSE EVALUATION

Professional Interest/Self Reflection Paper	4
Exam 1	20
Current Issues in the Profession Portfolio	7
Exam 2	24
Professionalism and Participation	2
Online assignment	3
Quizzes (3 at 5 pts each)	15

TOTAL = 75 points

Undergraduate end of term grade is based on a cumulative sum of points earned put of 75 and will be assigned as follows:
A = 68 – 75
B = 60 – 67
C = 53 – 59
D = 45 – 52
F = 0 - 44

COUN 7800 (Graduate) COURSE EVALUATION

Professional Interest/Self Reflection Paper	4
Exam 1	20
Special Topics Group Presentation	8
Current Issues in the Profession Portfolio	7
Exam 2	24
Professionalism and Participation	2
Codes of Ethics Analysis Paper	7
Online assignment	3
Field Experience Paper, Log, Eval.	10
Quizzes (3 at 5 pts each)	15

TOTAL = 100 points

15

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Graduate end of term grade is based on a cumulative sum of points earned out of 100 and will be assigned as follows:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 0 - 59

****All papers must follow APA 7th ed. student format and use headings for organization.**

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. Please attend and arrive on time for every class. Any missed class must be discussed with me personally.

PROFESSIONALISM

Students will act in a professional manner in their sites and the classroom. This means turning papers in on time, communicating in a timely manner, and being respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner. Professionalism also includes providing thought-provoking questions and unique responses to classroom and online discussions.

Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

The full COEHS policy on plagiarism and academic honesty can be found at
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Title IX Statement

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

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Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.
Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

VIRTUAL PROCTORED EXAMS

If this course uses virtual exams, the course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or externally attached through a USB cable. Watch this short video (http://www.respondus.com/products/lockdown-browser/student-movie.shtml) for an introductory understanding of LockDown Browser and the webcam feature. A Quick Start Guide for Students (http://www.respondus.com/products/monitor/guides.shtml) is also available.

INFORMATION AND OFFICES TO HELP YOU ON CAMPUS OR VIRTUALLY

Research (and experience!) shows that **students are more successful when they seek out help** and support when they face challenges. VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

List of Resources for Technology

- In BlazeVIEW, you should be registered for a class—VSU BlazeVIEW Student Tutorial 2020
- Welcome to BlazeVIEW (Brightspace by D2L): https://www.valdosta.edu/academics/elearning/blazeview.php
- VSU Courses in GoVIEW: https://www.valdosta.edu/academics/elearning/goview.php
- Microsoft Teams Introductory Page: https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/microsoft-teams.php
- IT Helpdesk: https://www.valdosta.edu/administration/it/helpdesk/service-desk/
- New Media Center: https://www.valdosta.edu/academics/library/depts/media-center/
- BlazeVIEW Support: blazeview@valdosta.edu

List of Additional Resources

- For tutoring: Academic Support Center https://www.valdosta.edu/asc/

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- For library resources: Odum Library https://www.valdosta.edu/academics/library/
- For counseling: VSU's Counseling Center https://www.valdosta.edu/student/student-services/counseling-center/
- For career exploration and on-campus employment opportunities: Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- For academic advising: University Advising and Student Transitions https://www.valdosta.edu/advising/
- For classroom accommodations: VSU's Access Office https://www.valdosta.edu/student/disability/
- For food and clothing assistance: Drop-N-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- For on-campus medical assistance: VSU Health Services https://www.valdosta.edu/administration/student-affairs/student-health/
- For safety: University Police https://www.valdosta.edu/administration/finance-admin/police/

Signs and Symptoms of Mental Health Problems

The VSU community is committed to and cares about all students. Recognizing the signs and symptoms of mental health problems can help you or others to consider seeking care that can help. These are some signs that may be reason for concern:

1. Feeling hopelessness, worthlessness, depressed, angry or guilty
2. Withdrawal from friends, family and activities that used to be fun
3. Changes in eating or sleeping patterns
4. Feeling tired or exhausted all of the time
5. Trouble concentrating, thinking, remembering or making decisions
6. Restlessness, irritability, agitation or anxious movements or behaviors
7. Neglect of personal care
8. Reckless or impulsive behaviors (e.g., drinking or using drugs excessively or being unsafe in other ways)
9. Persistent physical symptoms (e.g., headaches, digestive problems or chronic pain) that do not respond to routine treatment
10. Thoughts about death or suicide

Treatment for mental health problems is effective. More information and resources are located at The Counseling Center website at: http://www.valdosta.edu/student/student-services/counseling-center/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

BIT Team

If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team. 1) For more information about the BIT Team at http://www.valdosta.edu/administration/finance-admin/police/b.i.t.-behavioral-intervention-team.php 2) Email your concern to *vsubit@valdosta.edu*; or 3) Fill out the anonymous Concerning Behavior Reporting Form at https://publicdocs.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=3

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Scholarly Research and Writing

As graduate level students, you are required to research and write at a sophisticated and professional level. For those that may need support in this area, below are some excellent resources or places to begin. Before you call upon a librarian or as you begin the research process, the following webpages can be very helpful:

- For general library information and help:
  http://www.valdosta.edu/library/learn/index.shtml
- The Odum Library has a page specific to students titled "Services for Students". This can be found at the following address:
  http://www.valdosta.edu/library/services/student.shtml
- The page above has a great deal of information from how to search using topic keywords to how to cite using APA style. Please use these resources.
- For writing assistance you may contact the Student Success Center at 333-7570 or check out their website at:
  http://www.valdosta.edu/ssc/

They can assist you from the beginning stages of planning to the final editing stage in writing.

Papers are of two types:

1. **Formal Paper:** Almost always the requirements for the course and throughout the program. These papers reflect research done on assigned topics and facts (not opinions) that must be cited using APA format. The tone and style of the paper are formal.
2. **Reflection/Reaction Paper:** You also will be asked to write your reactions and personal feelings in some assignments. This is your opportunity to express your thoughts, opinions, and feelings about an issue. No references are necessary, but these papers should follow APA style.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

FACE COVERINGS (Information for Fall 2021)

As the Blazer Creed articulates, members of the VSU community are expected to live by the high standards of civility, integrity, and citizenship and embrace their responsibility as a member of the Blazer community. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention and

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the Georgia Department of Public Health, it is highly recommended that every student wear a face covering that covers their nose and mouth while in any campus building, including in this classroom. This recommendation is intended to protect the health and safety of all VSU students, the instructor, and the entire university community.

DETAILED ASSINGMENT INSTRUCTIONS

Current Issues in the Profession Portfolio

CACREP 8a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

CACREP 1j. Technology's impact on the counseling profession.

CACREP 1d. The role and process of the professional counselor advocating on behalf of the profession.

CACREP 1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

This semester you will track current issues related to your chosen profession in counseling. Throughout the semester, be on the lookout for articles, news reports both written and televised, podcasts, websites, basically any source or form of media that focuses on your chosen field or presents information about your chosen field.

You will need to select 7 examples of current issues in your chosen profession. **At least one example must be in regard to technology in counseling and at least one example must be a form of advocacy in counseling.** You may think broadly here. The issue example for technology may be about digital presence or virtual school counseling or distance clinical counseling. For advocacy, it might be about a barrier for the clients or students you wish to help in your future profession or about how counselors reach marginalized individuals or groups.

Set up your portfolio APA style with a heading for each example. Provide a brief paragraph to introduce each example and tell why it is important and why you chose it. Follow the intro paragraph with the example. This may be a link if the example is electronic or a copy if not.

Your readings each week in Erford will help you determine areas about which you are interested and may help to point you in directions for finding examples of current issues.

Your interview in COUN 7430 may help to point you in a direction for current issues of interest to you. You also may use current journal articles – no older than 2016 – for examples of current research in the profession. Websites such as ACA and ASCA contain news briefs and various announcements that you may wish to use. (I highly recommend these sites.) Newspaper articles or popular magazine articles may contain information about your chosen specialty.

Choose carefully and make your portfolio fit your initial interest areas regarding current matters in your profession. You will share selections from your portfolio in class the night the assignment is due.

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Current Issues in the Profession Portfolio Checklist

Portfolio Component	Points Possible	Points Earned
Current Issues: The student selected a minimum of 7 examples of a current professional issue, at least one related to technology and one related to advocacy.		
Portfolio Format: Set up 7th ed. APA style with headings. Intro provided for each, followed by the entry.		
References: There should be a *minimum* of 7 resources. Resources no more than 4 years old.		
Total Points		

Instructor's Comments:

Special Topics Group Presentation

CACREP 1i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP 1d. The role and process of the professional counselor advocating on behalf of the profession.

CACREP 1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

Students will be assigned to groups to present a special topic to the class. Presentations should be 30-45 minutes and include a PowerPoint or Prezi presentation. The presentation must be based on the scholarship and contain citations and a list of references, *minimum* of 5 **scholarly** resources. Resources should be no more than 8 years old.

Ethical and advocacy considerations must be included for each topic.

Presentations must include a handout with information for attendees. References may be shared on the handout.

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Consideration must be given to presenting in a manner that is engaging to your audience.

Special Topics Group Presentation Checklist

Students will be assigned to groups to present a special topic to the class.

Presentation Component	Points Possible	Points Earned
Presentation: The student presented in a manner that was engaging to the audience. Presentation is 30-45 minutes.		
Handouts: Provided for all attendees and included all references.		
References: In-text citations included with presentation. A *minimum* of 5 scholarly resources. Resources no more than 8 years old. Ethical and advocacy considerations included.		
Total Points		

Instructor's Comments:

Professional Interest/Self Reflection Paper

Length: apx. 4-5 page paper, APA style with headings for each section

- Why are you here?
- What attracted you to the profession?
- What school level are you interested in and why? Or what type of counseling do you hope to provide as an LPC? What population do you hope to work with?
- What do you hope your clients or your students, teachers, administrators, and parents will gain from your expertise as a professional?
- Why do you view counseling as important?
- Why are your thoughts about how people change?
- What cultural identities, values and life experiences brought you to consider a counseling career? Be sure to address each of these factors specifically.
- What skills do you believe you already possess that will help you in this field?
- What areas do you believe you need to grow in?

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- How do you envision yourself in the next 3, 5 or 10 years as a school or clinical counselor?

Please be prepared to discuss aspects of this paper with the class.

Professional Interest/Self-Reflection Paper Checklist

Project Component	Points Possible	Points Earned
Questions: The student thoroughly answers all 10 questions.		
APA Headings: The student provides an APA style heading for each section.		
Quality of Writing: Well written, grammatically correct.		
Total Points		

Instructor's Comments:

Field Experience Assignment
1. Log of hours, 2. Reaction paper, 3. Evaluations

CACREP 2.F.l.m. The role of counseling supervision in the profession.

To get started - Please note that the following must be completed to initiate the field experience. (Students completed many of these requirements in EDUC 5998 or 5999 in the summer.)

1.Criminal background check
2. Liability insurance
3.Your field experience site supervisor must complete two forms:
   a. The field experience form found on Blazeview.
   b. We also must have an MOU on file between the school district or agency and the university. Please email me to let me know your district or agency as soon as possible to determine if we have a VSU MOU in place.

Sites should be chosen by the fourth week of class with students identifying their own site and completing a field experience contract to be handed in to the course instructor. The field experience contract is available on Blazeview and must be completed at the site with the site supervisor.

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After it is initiated - the field experience has several components after it is initiated with the school or site:

1. Field experience will involve observing and assisting the site supervisor with counseling-related issues. A minimum of **20 hours** must be completed. Students will keep a log of hours completed on the **Field Experience Observation Log** that notes time spent. This document can be found on Blazeview. A hard copy of the observation log will be turned in with the final field experience papers.

2. At the end of the experience you are to write a **personal reaction paper** about your field experience: your reaction to your first site observations including strengths and weaknesses, the relevance of your observations to course material, your students/clients, the nature of the work, and your reaction to the supervision aspects of working with your site supervisor. Include a description of how your experiences relate to course material. Supervision will be a new concept to you and so initial impressions of the supervision relationship will be your focus.
Students will also be asked to discuss their experiences in class.

3. At the end of the semester, evaluations must also be completed by the site supervisor.
Students must complete the field experience hours to complete the course.

**All field experience forms can be found on Blazeview.

RUBRICS AND CHECKLISTS

Code of Ethics Analysis Paper

Students will read the ethical standards from ACA, ASCA, and APA and compare the standards. Students will write a four-five page analysis of their comparisons of the codes. A checklist for the assignment can be found further in the syllabus.

Students will work in groups in class to discuss case studies and use the ACA and ASCA ethical codes to analyze the cases. Students will present their reactions in groups to the class.

Ethical Codes Paper Checklist

Portfolio Component	Points Possible	Points Earned
Introduction that explains what ethical codes are and what can be learned through a comparison of the ACA, ASCA, and APA Ethical Codes.		
Overview of each ethical code, ACA, ASCA, and APA		
Similarities of the three codes		

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Differences in the three codes		
Summary and discussion of why ethical codes are needed.		
Paper Format: Set up 7th ed. APA student style with headings. Citations and references included.		
Total Points		

Instructor's Comments:

Ethical Case Analysis

CRITERIA	TARGET	ACCEPTABLE	UNACCEPTABLE	Not Applicable	Score
Content Information	Clearly discussed, presenting issue goals, well-organized, clear and specific objectives, problem is clearly defined with presenting evidence	Reasonably stated presenting issue goals, good flow, adequate	Poorly stated goals that are vague and confusing.		
Ethical and legal implications	Recognizes and addresses appropriate ethical and legal issues	Able to recognize and address some ethical and legal issues	Does not address legal or ethical issues. Little or no awareness of any legal or ethical implications		
Cultural/ Gender implications	Awareness of how culture difference affects cognitive process and behavior	Some evidence of culture awareness. A general understanding of how culture affects thinking and behaving	Little or no evidence of cultural awareness. No understanding of how culture affects thinking and behaving		
Recommendations	Clear, appropriate detailed recommendations.	Adequate, but general recommendations. Some details are missing.	Inaccurate and/or unclear recommendations.		

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General Paper Rubric

Important note: The paper rubric will be adapted for a variety of assignments. In the component "Depth of Discussion," the CACREP Standards for assignments are specified in checklist fashion. For some assignments, one standard may be assessed under Depth of Discussion; for others, multiple standards are assessed under Depth of Discussion. For each assignment, point values differ for each component, but for every assignment, the component Depth of Discussion carries greater point value.

	Target	Acceptable	Unacceptable	Points
Paper Components				
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	_____
Topic Focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.	_____
Depth of Discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	_____

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CACREP standards addressed:				_____
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.	_____
Spelling and Grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.	_____
APA Style				
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.	_____
Sources	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.	_____
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.	_____
References	References are formatted using APA style	At least 80% of the references are	Less than 50% of the references are	

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		formatted using APA style	formatted using APA style.	_____

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

ADDITIONAL INFORMATION

LATE WORK

As a graduate student, you should make sure to optimize and manage your time wisely to complete the assignments on time. If you are taking several courses, you should create a system to balance your time for each course. All due dates are listed in this syllabus.

If you have an emergency or some unexpected personal, work, family or natural disaster, you must notify the instructor and provide proper documentation of the incident for an assignment to be considered. If proper documentation is provided and you contact the instructor early, the assignment may be considered for full or partial credit.

For assignments submitted after the due date in non-emergency situations, you must notify the instructor of the circumstances. At the instructor's discretion, late assignments may be considered with a 25% point deduction per day late.

Further, it is strongly advised that you complete assignments before the deadline just in case you have technical difficulties. Technical difficulties are not considered emergencies at the last minute.

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Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	COUN	**NEW Course Number:** *(Consult #s in the catalog)*	8892
Proposed NEW Course Title:	Special Topics Seminar		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Special Topics Seminar		
Prerequisite(s):			

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

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

The study of issues of topical importance in the counseling field. Topics will change depending on current events and professional issues.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

This course will provide MED Counselor Education graduate students an elective option that focuses on issues of topical importance in the counseling field, current events and professional issues. The course will also give opportunity for faculty to share their professional areas of specialization and expertise with graduate students.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	3/2/22
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Dewar College of Education and Human Services
Valdosta State University
Department of Human Services

COUN 8892

Special Topics Seminar

3 SEMESTER HOURS

COURSE DESCRIPTION

The study of issues of topical importance in the counseling field. Topics will change depending on current events and professional issues.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Virtual Office Hours:

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

The required textbook and resource materials will change depending on the special topic selected as the course focus.

COURSE OBJECTIVES (Special topics will be aligned with CACREP standards, course objectives and learning outcomes)

CACREP Common Core Standards:	How standard is met:

CONTENT AREAS

a1

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The content areas will change depending on the special topic selected as the course focus.

MODALITY

This class may be offered fully online, face to face, or hybrid modality depending on the needs of the program and students.

METHODS OF INSTRUCTION

Depending on modality chosen, method of instruction may change.

l. Lecture (Face to face or Synchronous Online Instruction)
2. Asynchronous Instruction (Video Lectures & Narrated PPT Presentations)
3. Classroom, BlazeView and/or Collaborate Ultra Discussions
4. Textbook and Other Resources
5. Website and Video Resources
6. Small Group Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Below is a brief overview of the assignments and activities for the course. Additional instructions for activities and assignments will be provided. Evaluation rubric are available at the end of the syllabus.

1. **Quizzes:** Students will complete four online quizzes that correspond to assigned readings. The quizzes are designed to help students check their understanding of assigned readings and master course content. The quizzes are 20 multiple choice questions.
   Because this is in part of learning activity toward mastery, students will be permitted three attempts for each quiz and the highest score will be applied to the course grade.

2. **Exams:** Students will complete a midterm and final exam. Each exam will include 75 multiple choice questions as well as a written essay portion. For the midterm and final exams students will be asked to comprehensively apply information learned from the beginning or midterm of the course through the exam date.

3. **Papers:** Students will complete two papers on assigned topics. The paper must 5 pages (not including title and reference pages) prepared in accordance with APA style. Students are expected to integrate at least five scholarly resources into the paper.

4. **Small Group Presentation:** Students will complete one small group presentation on assigned topics during the semester. The presentation should be 30 minutes and include visual supports (e.g., PPT, Prezi, etc.). Students are expected to integrate at least 10 scholarly resources into the presentation.

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5. **Discussions:** Students will participate in three graded discussions throughout the semester. Students will respond to structured prompts provided by the instructor. Student dialogue should include both content knowledge learned in the course as well as personal reflections on the content.

COURSE EVALUATION

Quizzes: 20 (4 x 5 points)

Midterm Exam: 50 points

Final Exam: 50 points

Papers: 30 (2 x 15 points)

Small Group Presentation: 20

Discussions: 30 (3 x 10 points)

Total: 200 Points

Grade Total Points:

A = (90%) 180-200

B = (80%) 160-179

C = (70%) 140-159

D = (60%) 120-139

F = <119

ATTENDANCE POLICY

Regular attendance (online presence) and participation are essential for success in class. Therefore, students are expected to log into the course daily and must complete assignments as outlined in the syllabus. If students must be absent due to a quarantine or isolation requirement for COVID- 19, they must report this situation via the COVID Self Reporting Link in MyVSU and through the Dean of Students Office to report any other absences as well. Instructors will not alter the schedule for individual students unless arrangements have been made in advance.

PROFESSIONALISM

Students will act in a professional manner in their sites and the classroom. This means turning papers in on time, communicating in a timely manner, and being respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner. Professionalism also includes providing thought-provoking questions and unique responses to classroom and online discussions.

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Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

Technology etiquette- students are welcome to use their laptops for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related internet explorations (e.g., social media, shopping, checking/managing email, instant messaging etc.).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 3 1608, 229-3335463.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

VIRTUAL PROCTORED EXAMS

This course may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or externally attached through a USB cable. Watch this short video (http://www.respondus.com/products/lockdown-browser/student-movie.shtml) for an

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introductory understanding of LockDown Browser and the webcam feature. A Quick Start Guide for Students (htt ://www.res ndus.com/ roducts/monitor/ uides.shtml is also available.

INFORMATION AND OFFICES TO HELP YOU ON CAMPUS OR VIRTUALLY

Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services---tutoring, supplemental instruction, counseling, and more—which is available both in person and online.

List of Resources for Technology

- In BlazeVIEW, you should be registered for a class—VSU BlazeVIEW Student Tutorial 2020
- Welcome to BlazeVIEW (Brightspace by D2L): https://www.valdosta.edu/academics/elearning/blazeview.php
- VSU Courses in GoVIEW: https://www.valdosta.edu/academics/elearning/goview.php Microsoft Teams Introductory Page: https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employeeservices/microsoft-teams.php
- IT Helpdesk: https://www.valdosta.edu/administration/it/helpdesk/service-desk/
- New Media Center: https://www.valdosta.edu/academics/library/depts/media-center/
- BlazeVIEW Support: blazeview@valdosta.edu

List of Additional Resources

- For tutoring: Academic Support Center https://www.valdosta.edu/asc/
- For library resources: Odum Library https://www.valdosta.edu/academics/library/ • For counseling: VSU's Counseling Center https://www.valdosta.edu/student/studentservices/counseling-center/
- For career exploration and on-campus employment opportunities: Office of Career Opportunities https://www.valdosta.edu/celt/referral-guide-for-student-support.php
- For academic advising: University Advising and Student Transitions https://www.valdosta.edu/advising/
- For classroom accommodations: VSU's Access Office https://www.valdosta.edu/student/disability/
- For food and clothing assistance: Drop-N-Shop https://www.valdosta.edu/student/leadership/volunteer/blazer-pantry.php
- For on-campus medical assistance: VSU Health Services https://www.valdosta.edu/administration/student-affairsistudent-health/ •
- For safety: University Police https://www.valdosta.edu/administration/financeadmin/police/

Signs and Symptoms of Mental Health Problems

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The VSU community is committed to and cares about all students. Recognizing the signs and symptoms of mental health problems can help you or others to consider seeking care that can help. These are some signs that may be reason for concern:

1. Feeling hopelessness, worthlessness, depressed, angry or guilty
2. Withdrawal from friends, family and activities that used to be fun
3. Changes in eating or sleeping patterns
4. Feeling tired or exhausted all of the time
5. Trouble concentrating, thinking, remembering or making decisions
6. Restlessness, irritability, agitation or anxious movements or behaviors
7. Neglect of personal care
8. Reckless or impulsive behaviors (e.g., drinking or using drugs excessively or being unsafe in other ways)
9. Persistent physical symptoms (e.g., headaches, digestive problems or chronic pain) that do not respond to routine treatment
10. Thoughts about death or suicide

Treatment for mental health problems is effective. More information and resources are located at The Counseling Center website at: http://www.valdosta.edu/student/student-services/counselingcenter/. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

BIT Team

If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team. l) For more information about the BIT Team at http://www.valdosta.edu/administration/finance-admin/police/b.i.t.-behavioral-interventionteam.php 2) Email your concern to vsubit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at https://publicdocs.maxient.com/repoflingfom.php?ValdostaStateUniv&layout id=3

SCHOLARLY RESEARCH & WRITING

It is imperative that you understand how to do research and understand what constitutes a reliable source versus unreliable. This understanding and knowledge will be expected for all that you write and present throughout the program. As graduate level students, you are required to research and write at a sophisticated and professional level. For those that may need support in this area, below are some excellent resources or places to begin.

All papers and presentations will require you perform as graduate-level researchers and graded accordingly. Use of APA writing format is expected for each paper. You should use the 7th Edition of the APA Manual.

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For writing assistance, you may contact the Student Success Center at 333-7570 or check out their website at: http://www.valdosta.edu/ssc/
They can assist you from the beginning stages of planning to the final editing stage in writing. If your work is not adequate you may be referred to the center for remediation,

Papers are of two types:

1. **Formal Paper:** Almost always the requirements for the course and throughout the program. These papers reflect research done on assigned topics and facts (not opinions) that must be cited using APA format. The tone and style of the paper are formal.
2. **Reflection/Reaction Paper:** You also will be asked to write your reactions and personal feelings in some assignments. This is your opportunity to express your thoughts, opinions, and feelings about an issue. No references are necessary, but these papers should follow APA style.

Please note: The instructor reserves the right to modify the syllabus. This includes altering course readings, making schedule changes, and altering assignments. If this occurs, students will be informed of the changes via email and/or Blazeview.

STUDENT OPINION OF INSTRUCTION

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

LATE WORK/MAKE UP WORK

All assignments must be uploaded in Blaze View on the due date and turned in as hard copy when noted. Any circumstance leading to a late submission must be discussed with me personally before the due date not after as no assignment will be accepted late if it is not discussed and approved by me before it is due. Only certain circumstances such as illness or injury documented with a doctor's note will be considered. Also, if you have an emergency or some unexpected personal, work, family or natural disaster, you must notify the instructor and provide proper documentation of the incident for an assignment to be considered. Late work will receive significant point deductions (25% per day). Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. It is strongly advised that students complete assignments before the deadline just in case you have technical difficulties. Technical difficulties are not considered emergencies at the last minute.

COMMUNICATION

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All course related email correspondence should be conducted using the Blaze View email tool (not the VSU email). This allows me to keep course related correspondence organized. I will primarily communicate with you using the Blaze View email, so it is imperative that you log into the course and check your Blaze View email frequently as I may send additional readings, changes to the class schedule, etc. through your email. I will also post frequently to the Announcements section of Blaze View. I typically respond to emails within 24-48 hours during the week. However, it may be Monday before I respond to weekend emails.

Assessment Rubric for Presentations

Components	Target	Acceptable	Needs Improvement
Organization	Information is presented a logical, interesting sequence	Information is in a logical sequence	Cannot understand presentation—no sequence of information
Rationale/Introduction	Topic is clearly introduced with relevant data (when appropriate)	Rationale/introduction includes most of the required information	Rational/introduction lacks content and relevant data
Subject Knowledge	Demonstrates full knowledge of the topic and covers each point called for in assignment.	Covers at least 75% of the points called for in the assignment.	Covers less than 50% of the points called for in the assignment.
Citations/Reference	Formatted in APA style including in-text citations and references. Included minimum number of scholarly sources. No spelling &/or grammar mistakes	At least 80% of presentation is APA style, including in-text citations and references. Included 80% of the required number of scholarly sources. Minimal spelling &/or rammar mistakes.	Presentation is not formatted using APA style, including in-text citations and references. Included less than 50% of required scholarly sources. Unacceptable number of spelling and/or grammar mistakes.
Visual Support	The fonts are easy-toread and point size varies appropriately for headings and text. Graphics explain and reinforce screen text and presentation.	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. Graphics are related to text and resentation	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text. Uses superfluous graphics or no graphics.

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Oral Presentation	Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group. Correct, precise pronunciation of terms.	Clear articulation but not as polished; slightly uncomfortable at times. Most can hear presentation. Pronounces most words correctly.	Presenter is obviously anxious and cannot be heard or monotone with little or no expression. Mumbles, incorrectly pronounces terms.
Citations/Reference	Formatted in APA style including in-text citations and references. Included minimum number of scholarly sources. No spelling &/or grammar mistakes.	At least 80% of presentation is APA style, including in-text citations and references. Included 80% of the required number of scholarly sources. Minimal spelling &/or grammar mistakes.	Presentation is not formatted using APA style, including in-text citations and references. Included less than 50% of required scholarly sources. Unacceptable number of spelling and/or grammar mistakes.

Paper and Exam Essay Rubric

	Target	Acceptable	Needs Improvement
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts leatmed in the course. Some of the conclusions, however. are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.

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TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper. either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next. Author's writing demonstrates an understanding of the relationship amon material	For the most part, ties together information from all sources. Paper with only some disjointedness. Author's writing demonstrates an understanding of the relationshi amon	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate
	obtained from all sources.	material obtained from all sources.	understanding any relationships
SPELLING, GRAMMAR & APA STYLE	Formatted in APA style including intext citations and references. Included minimum number of scholarly sources. No spelling &/or grammar mistakes.	At least 80% of paper is APA style, including in-text citations and references, Included 80% of the required number of scholarly sources. Minimal spelling &/or grammar mistakes.	Paper is not formatted using APA style. including in-text citations and references. Included less than 50% of required scholarly sources. Unacceptable number of spelling and/or grammar mistakes.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper" http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

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Discussion Rubric			
Criteria	Target	Acceptable	Needs Improvement
Relevance	Student responds directly to the discussion question and includes pertinent, connected or applicable information	Student responds directly to the discussion question	Student does not respond directly to the discussion question
Use of Examples	Student makes thoughtful references to previous or current session material and/ or relevant personal ex eriences	Student includes at least one reference to session material and/ or relevant personal experiences	Student does not include any references to session material or relevant personal experiences
Contribution to Learning Community	Student offers critical analysis of a key theme or existing post(s) which deepens or extends the conversation	Student engages with ideas from the session or the perspectives of fellow participants and makes a positive contribution to the conversation	Student does not critically engage with key ideas from the session or the perspectives of fellow artici ants
Comprehension	It is evident that the student understands the discussion question and the key ideas from the session material. In addition, the student employs higher order thinking skills (analysis, synthesis, evaluation) when responding to the discussion uestion	It is evident that the student understands the discussion question and the general ideas referenced in the session material	It is not evident that the student understands either the discussion question or the ideas referenced in the session material

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	PSYC 7020	**Course Prefix and Number:**	*PSYC* COUN 7020
Course Title:	Principles of Learning and Classroom Management	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	RSCH 7100 or PSYC 5500.	**Pre-requisites:**	RSCH 7100 *or PSYC 5500.*

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
This course is designed to aid in the in-service educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown to affect students and educators in the teaching/learning process with particular attention to classroom management and current research findings.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with the other course offerings within the Counselor Education program housed within the Department of Human Services and not the Department of Psychological Sciences. Additionally, the request includes updating the course description to remove the PSYC pre-requisite.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	3/2/22
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	PSYC 7030	**Course Prefix and Number:**	*PSYC* COUN 7030
Course Title:	Measurement and Evaluation	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	RSCH 7100, or PSYC 3500, or PSYC 5500.	**Pre-requisites:**	RSCH 7100*, or PSYC 3500, or PSYC 5500.*

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An overview of issues related to assessment, measurement, and evaluation in educational and school counseling settings, including supervised experience in instrument selection, use, and outcomes analysis	An overview of issues related to assessment, measurement, and evaluation in *educational and school* counseling settings, including supervised experience in instrument selection, use, and outcomes analysis.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with the other course offerings within the Counselor Education program housed within the Department of Human Services and not the Department of Psychological Sciences. Additionally, the request includes updating the course description to remove the PSYC pre-requisites and be more inclusive of both Clinical Mental Health Counseling and School Counseling concentrations.

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

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Department Head	Heather Kelley	Heather Kelley	3/2/22
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	PSYC 7200	**Course Prefix and Number:**	*PSYC* COUN 7200
Course Title:	Psychopathology and Diagnosis	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Overview of formal psychopathology classification systems across the life span with emphasis on the integration of multivariate empirical approaches, and medical and psychological models. The course is designed to familiarize students with evolving information such as criterion, comorbidity rates, and issues of differential diagnosis accrued from the current Diagnostic and Statistical Manual, and the developmental psychopathology literature. Case studies will be used to illustrate diagnostic issues.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with the other course offerings within the Counselor Education program housed within the Department of Human Services and not the Department of Psychological Sciences.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	DocuSigned by: Heather Kelley 777D0B0E117E41E...	3/9/2022 | 3:00 PM
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
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Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

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

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

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	PSYC 8200	**Course Prefix and Number:**	*PSYC* COUN 8200
Course Title:	Child Psychopathology	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	Admission to Graduate School.	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
An intensive study of formal psychopathology classification of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with the other course offerings within the Counselor Education program housed within the Department of Human Services and not the Department of Psychological Sciences.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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☐ Other Data Source Descriptions –

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***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	PSYC 8250	**Course Prefix and Number:**	*PSYC* COUN 8250
Course Title:	Developmental Psychology	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	RSCH 7100 or PSYC 8000 and Advanced standing.	**Pre-requisites:**	RSCH 7100 *or PSYC 8000 and Advanced standing.*

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The course is designed to acquaint the student with life span developmental problems, milestones, achievements, and social influences from a psychological perspective. Topics will include, but not be limited to, theory research methods, biosocial influences, cognition, language, motivation, personality, and socialization processes.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with the other course offerings within the Counselor Education program housed within the Department of Human Services and not the Department of Psychological Sciences. Additionally, the request includes updating the course description to remove the PSYC pre-requisites.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/23/2022

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Human Services
Requestor's Name:	Katharine S. Adams	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	PSYC 8610	**Course Prefix and Number:**	*PSYC* COUN 8610
Course Title:	Behavior Modification	**Course Title:**	
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	Advanced standing and approval of instructor.	**Pre-requisites:**	Advanced standing *and approval of instructor.*

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The study of changes in human motivation, adjustment, and achievement as a functions of the systemic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing, and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

The purpose of this request is to change PSYC course prefixes to COUN, which is consistent with the other course offerings within the Counselor Education program housed within the Department of Human Services and not the Department of Psychological Sciences, as well as removal of unnecessary pre-requisites.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	3/2/22
College/Division Executive Committee	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Dean/Director	Kate Warmer	DocuSigned by: Kate Warmer 52E7DEF9B2A44A2...	3/9/2022 | 3:38 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	3/24/2022
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Harley Langdale, Jr. College of Business Administration
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
B.B.A. Learning Goals and Objectives For students majoring in the undergraduate programs of the Langdale College of Business: Learning Goal #1: Quantitative Skills Students will apply quantitative skills to business problems. Objective 1.1 Students will construct and interpret tabular and graphical methods of presenting qualitative and quantitative data. Objective 1.2 Students will use spreadsheet software to evaluate and use the results of regression models. Objective 1.3 Students will solve and interpret quantitative business models using spreadsheet software. Learning Goal #2: Knowledge Acquisition Students will possess a basic knowledge of accounting, economics, finance, the legal environment of business, management, and marketing. Objective 2.1 Students will demonstrate a basic understanding of the fundamental knowledge of financial and managerial accounting. Objective 2.2 Students will demonstrate a basic understanding of economic concepts and governmental policies. Objective 2.3 Students will demonstrate finance concepts and principles. Objective 2.4 Students will demonstrate a basic understanding of the legal environment and corporate social responsibility of business. Objective 2.5 Students will demonstrate a basic understanding of management principles. Objective 2.6 Students will demonstrate a basic understanding of marketing concepts. Learning Goal #3: Technology Skills	B.B.A. Learning Goals and Objectives For students majoring in the undergraduate programs of the Harley Langdale, Jr. Langdale College of Business: Learning Goal 1: Graduates will have proficient analytic skills. Learning Objective: Graduates will construct meaningful information from data Learning Goal 2: Graduate will be problem solvers. Learning Objective: Graduates will use critical thinking skills to solve business problems. Learning Goal 3: Graduates will be effective communicators. Learning Objective: Graduates will effectively communicate in written form. Learning Goal 4: Graduates will have core business knowledge. Learning Objective: Graduates will demonstrate foundational knowledge of core business concepts. Learning Goal 5: Graduates will have major knowledge. Learning Objective: Graduates will demonstrate proficient knowledge of at least one business major.

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

Students will use information technology to solve business problems. Objective 3.1 Students will use a spreadsheet program to convert data into business relevant information. Objective 3.2 Students will utilize software to analyze and visualize data, creating solutions to business problems. Learning Goal #4: Ethics and Global Awareness Students will demonstrate an understanding of how ethical decision-making and globalization affect organizations. Objective 4.1 Students will demonstrate the ability to analyze issues and situations having ethical implications for business. Objective 4.2 Students will demonstrate a basic knowledge of international economic and business concepts.	

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

After evaluating our assessment outcomes, reflecting our AACSB International reaffirmation visit comments, and AACSB International standard changes, the faculty revised the college learning goals and objectives.

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 12:19 P
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/31/2022 | 3:29 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Harley Langdale, Jr. College of Business Administration
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
General Business Administration (BUSA) General Business Administration courses are taught by faculty from the departments of Accounting, Economics and Finance, Marketing and International Business, and Management and Healthcare Administration. The College of Business Administration does not offer a major in General Business Administration.	General Business Administration (BUSA) General Business Administration courses are taught by faculty from the departments of Accounting, Economics, Finance and Healthcare Administration, and Management and Marketing.

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

- ☐ Improving student learning outcomes
- ☐ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☒ Other – change major to new department

The LCOBA departments were realigned from four departments to three department. The proposed requirements uses the current department names.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori	3/31/2022 | 8:44
Dean/Director	Ray Elson	DocuSigned by: 35D95E8425AB443... Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 A
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Department of Accounting
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/accounting/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Learning Goals and Objective for Accounting Majors Goal 1: Knowledge Acquisition Students shall develop competency in the functional areas of accounting. Objective 1.1 Students will demonstrate an appropriate mastery of the knowledge, skills, and tools of financial accounting principles and managerial accounting principles. Objective 1.2 Students will demonstrate an appropriate mastery of the knowledge, skills, and tools of intermediate accounting topics. Objective 1.3 Students will demonstrate an appropriate mastery of the knowledge, skills, and tools of internal reporting. Objective 1.4 Students will demonstrate an appropriate mastery of the knowledge, skills, and tools of auditing and systems. Objective 1.5 Students will demonstrate an appropriate mastery of the knowledge, skills, and tools of federal individual income taxation. Objective 1.6 Students will demonstrate an appropriate mastery of the laws surrounding business transactions. Goal 2: Ethics, Legal, and Professional Responsibility Students shall develop the ability to recognize and respond appropriately to ethical, regulatory, and professional issues in accounting. Objective 2.1 Students will demonstrate the ability to analyze issues and situations having ethical and corporate social responsibility implications. Objective 2.2 Students will demonstrate the ability to identify ethical issues in individual taxation and apply the IRS code of ethics (principles and rules) to make ethical	Learning Goals and Objectives for Accounting Majors Learning Goal 1: Knowledge Acquisition: Graduates shall be competent in the functional areas of accounting. 1. Graduates will demonstrate knowledge of financial and managerial accounting principles topics. 2. Graduates will demonstrate knowledge of intermediate accounting topics. 3. Graduates will demonstrate knowledge of internal reporting topics. 4. Graduates will demonstrate knowledge of auditing and systems topics. 5. Graduates will demonstrate knowledge of federal individual income taxation topics. 6. Graduates will demonstrate knowledge the laws surrounding business transactions topics. Learning Goal 2: Professional Skills: Graduates shall be responsible accounting professionals. 1. Graduates will respond appropriately to impactful issues in the field of accounting. Learning Goal 3: Research Skills: Graduates shall be competent accounting researchers. 1. Graduates will utilize authoritative databases to solve accounting problems. 2. Graduates will effectively communicate research findings in written format. Learning Goal 4: Technology Skills: Graduates shall be proficient with professional information technology.

business and professional decisions. Objective 2.3 Students will demonstrate the ability to ethical issues in auditing and apply the appropriate AICPA code of professional responsibility (including PCAOB principles and rules) to make ethical business and professional decisions. Objective 2.4 Students will demonstrate the ability to identify and resolve legal issues as they relate to the profession. Goal 3: Research Skills Students shall develop the ability to utilize financial and other authoritative data bases and effectively present findings in written format. Objective 3.1 Students will demonstrate competency in utilizing the Accounting Codification System (financial accounting resource data base) to search for authoritative answers to specific financial accounting issues. Goal 4: Technology Skills Students shall develop the ability to use professional information technology applications in the accounting environment. Objective 4.1 Students will demonstrate competency in utilizing technology applications as they relate to the accounting profession.	1. Graduates will effectively utilize technology applications in the accounting environment.

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

After evaluating our assessment outcomes, reflecting our AACSB International reaffirmation visit comments, and AACSB International standard changes, the faculty revised the college learning goals and objectives.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Candace Witherspoon	DocuSigned by: Candace Witherspoon 6F870D3AA9A34A7...	4/4/2022 | 10:44 AM
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	4/1/2022 | 6:02 PM I
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:29 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Accounting
Requestor's Name:	Candace Witherspoon	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA with a Major in Accounting
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/accounting/bba-accounting/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following:)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 2999 - Career Development	0		MKTG - 4680 International Marketing		
BUSA 3999 - Experiential Learning	0		BUSA 4900 - Business Policy	3	
BUSA 4900 - Business Policy	3	21	Professional Growth		
			BUSA 2999 - Career Development	0	
Required Accounting Core		21	BUSA 3999 - Experiential Learning	0	
			BUSA 4999 - Career Path	0	24
Accounting Electives		6			
			Required Accounting Core		21
Business Electives		6			
			Accounting Electives		6
General Electives		6			
Electives may be business or non-business courses			Business Electives		6
			General Electives	3	
Total hours required for the degree		120	Elective may be business or non-business courses		
			Total hours required for the degree		120

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

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

Curriculum change reflects the feedback from our recent AACSB Continuous Improvement Review and our assurance of learning process

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

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

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

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

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Candace Witherspoon		2/28/22
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/21/2022 | 10:28 A
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	01/24/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Candace Witherspoon	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ACCT 3400	**Course Prefix and Number:**	
Course Title:	Internal Reporting I	**Course Title:**	Cost Accounting
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

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

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

The revised title is more representative of the subject area and is consistent with other accounting programs

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Candace Witherspoon	DocuSigned by:	2/14/22
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: 35D95E8425AB443...	3/21/2022 | 10:28
Dean/Director	RayElson	DocuSigned by: B22D0E2C25B5431...	3/22/2022 | 1:24
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	01/24/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Candace Witherspoon	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ACCT 3201	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	ACCT 2102 with a grade of "C" or better	**Pre-requisites:**	ACCT 2101 with a grade of "C" or better

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

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

This change provides a better course sequencing for the accounting major

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Candace Witherspoon	DocuSigned by:	2/14/22
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: 35D95E8425AB443...	3/21/2022 | 10:28 A
Dean/Director	Ray Elson	DocuSigned by: B22D0E2C25B5431...	3/22/2022 | 1:24 F
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	01/24/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Candace Witherspoon	**Requestor's Role:**	Department Head

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	ACCT 4500	**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	ACCT 3201 with a grade of "C" or better	**Pre-requisites:**	Pre-requisite: ACCT 2101 with a grade of "C" or better Co-requisite: ACCT 3201

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

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

This change provides a better course sequencing for the accounting major

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Candace Witherspoon		2/14/22
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/21/2022 | 10:28 A
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 I
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Economics, Finance, and Healthcare Administration
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Economics, Finance, and Healthcare Administration
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance-healthcare-administration/#text

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Dr. Elvin Aktas, Interim Department Head Room 3002M, Health Sciences and Business Administration The Department of Economics, Finance, and Healthcare Administration is a multidisciplinary department with programs that lead to a B.B.A. degree with a major in applied economics, a B.B.A. degree with a major in finance, and a B.B.A. degree with a major in Healthcare Administration. TABS: Overview, Majors, Minors, Courses	Dr. Elvin Aktas, Interim Department Head Room 3002M, Health Science and Business Administration The Department of Economics, Finance, and Healthcare Administration is a multidisciplinary department with programs that lead to a B.B.A. degree with a major in applied economics, a B.B.A. degree with a major in finance, a B.B.A. degree with a major in Healthcare Administration, and a B.B.A. degree with a major in International Business. TABS: Overview, Majors, Minors

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

- ☐ Improving student learning outcomes
- ☐ Adopting current best practice(s) in field
- ☐ Mandate of State/Federal/Accrediting Agency
- ☒ Other – correcting incorrect and missing information

Add the B.B.A. degree with a major in International Business to the list of department majors.

Delete the Courses tab.

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

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

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

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

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 9:44 AM
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Bachelor of Business Administration with a Major in Applied Economics
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance/bba-economics

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Selected Educational Outcomes 1. Economics majors will demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy. 2. Economics majors will demonstrate knowledge of microeconomic concepts and the influence market structure and government policies have on market outcomes. 3. Economics majors will demonstrate knowledge of econometric concepts and use the results to predict and forecast. 4. Economics majors will utilize quantitative skills to solve economic problems.	Learning Goals and Objectives for Applied Economics majors. Learning Goal 1: Graduates will have proficient knowledge of economic concepts. 1. Graduates will demonstrate knowledge of microeconomics. 2. Graduates will demonstrate knowledge of macroeconomics. 3. Graduates will explain the impacts of institutions in an economy. Learning Goal 2: Graduates will have proficient analytic skills. 1. Graduates will use technology to construct meaningful information from data. 2. Graduates will utilize quantitative skills to solve economic problems. Learning Goal 3: Graduates will be effective communicators. 1. Graduates will proficiently communicate in writing the findings of economic analysis.

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

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

After evaluating our assessment outcomes, reflecting our AACSB International reaffirmation visit comments, and AACSB International standard changes, the faculty revised the college learning goals and objectives.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	DocuSigned by: Elvan Aktas 801D8EECE9AD47E...	3/31/2022 | 1:57

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 12:19
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/31/2022 | 3:29
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 03/3/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Economics, Finance, and Healthcare Department
Requestor's Name:	Elvan Aktas	**Requestor's Role:**	Department Head

Check One Option: ☐ Curriculum Change *(Changes to Program/Degree)* ☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA with a Major in Applied Economics
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance-healthcare-adminstration/bba-economics/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following:)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 2999 - Career Development	0		MKTG - 4680 International Marketing		
BUSA 3999 - Experiential Learning	0		BUSA 4900 - Business Policy	3	
BUSA 4900 - Business Policy	3	21	Professional Growth		
			BUSA 2999 - Career Development	0	
Required Economics Core		9	BUSA 3999 - Experiential Learning	0	
			BUSA 4999 - Career Path	0	24
Economics Electives		12			
			Required Economics Core		9
Supporting Courses		9			
			Economics Electives		12
General Electives		6			
Electives may be undergraduate and/or graduate and/or non-business courses			Supporting Courses		9
			General Electives		3
Total hours required for the degree		120	Electives may be undergraduate and/or graduate and/or non-business courses		

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	Total hours required for the degree 120

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

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

Curriculum change reflects the feedback from our recent AACSB Continuous Improvement Review and our assurance of learning process

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

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

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

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

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 9:44 A
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 A
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AI
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Bachelor of Business Administration with a Major in Finance		
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance/bba-finance		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Educational Objectives of Finance Majors A finance graduate will be able to demonstrate a working knowledge of corporate finance, financial institutions, markets, and instruments. gather, interpret, and analyze financial information. demonstrate knowledge of current issues related to finance.	Learning Goals and Objectives for Finance Majors Learning Goal 1: Graduates will have proficient knowledge of finance concepts. 1. Graduates will demonstrate knowledge of financial management. 2. Graduates will demonstrate knowledge of corporate finance. 3. Graduates will demonstrate knowledge of investments. Learning Goal 2: Graduates will have proficient analytic skills. 1. Graduates will use technology to analyze financial challenges. 2. Graduates will utilize quantitative skills to make investment decisions. Learning Goal 3: Graduates will be effective communicators. 1. Graduates will proficiently communicate the findings of financial analyses.

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

After evaluating our assessment outcomes, reflecting our AACSB International reaffirmation visit comments, and AACSB International standard changes, the faculty revised the college learning goals and objectives.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	DocuSigned by: Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 1:57 P

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 12:19 P
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/31/2022 | 3:29 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/3/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Economics, Finance, and Healthcare Department
Requestor's Name:	Elvan Aktas	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA with a Major in Finance
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance-healthcare-administration/bba-finance/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following:)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 2999 - Career Development	0		MKTG - 4680 International Marketing		
BUSA 3999 - Experiential Learning	0		BUSA 4900 - Business Policy	3	
BUSA 4900 - Business Policy	3	21	Professional Growth		
			BUSA 2999 - Career Development	0	
Required Finance Core		9	BUSA 3999 - Experiential Learning	0	
			BUSA 4999 - Career Path	0	24
Finance Electives		12			
			Required Finance Core		9
Business Electives		9			
			Finance Electives		12
General Electives		9			
Electives may be undergraduate and/or graduate and/or non-business courses			Business Electives		9
			General Electives		6
Total hours required for the degree		120	Electives may be undergraduate and/or graduate and/or non-business courses		

	Total hours required for the degree 120

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

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

Curriculum change reflects the feedback from our recent AACSB Continuous Improvement Review and our assurance of learning process

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

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

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

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

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

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Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	DocuSigned by: Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 9:44 A
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Bachelor of Business Administration with a Major in Healthcare Administration
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance-healthcare-administration/healthcare-administration

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Selected Educational Outcomes Healthcare administration majors will identify and explain the relationship among the major components of the American healthcare system and contrast it with other systems; identify legal and ethical challenges in a healthcare setting; analyze issues in motivation and management of employees in healthcare professions; apply principles of cost analysis and control in a healthcare setting.	Learning Goals and Objectives for Healthcare Administration Majors Learning Goal 1: Graduates will have a foundational knowledge of healthcare administration concepts. 1. Graduates will explain the relationships among components in healthcare systems. 2. Graduates will analyze issues in motivation and management of employees in healthcare professions. Learning Goal 2: Graduates will be responsible healthcare professionals. 1. Graduates will identify legal requirements in healthcare settings. 2. Graduates will identify ethical challenges in a healthcare setting. Learning Goal 2: Graduates will have proficient analytic skills. 1. Graduates will apply principles of cost analysis and control in a healthcare setting.

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

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

After evaluating our assessment outcomes, reflecting our AACSB International reaffirmation visit comments, and AACSB International standard changes, the faculty revised the college learning goals and objectives.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	Docusigned by: Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 1:57 PI

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 12:19 P
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/31/2022 | 3:29 P
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 03/3/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Economics, Finance, and Healthcare Department
Requestor's Name:	Elvan Aktas	**Requestor's Role:**	Department Head

Check One Option: ☐ Curriculum Change *(Changes to Program/Degree)* ☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA with a Major in Healthcare Administration
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance-healthcare-administration/bba-healthcare-administration/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following:)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 2999 - Career Development	0		MKTG - 4680 International Marketing		
BUSA 3999 - Experiential Learning	0		BUSA 4900 - Business Policy	3	
BUSA 4900 - Business Policy	3	21	Professional Growth		
			BUSA 2999 - Career Development	0	
Required Healthcare Administration Core		15	BUSA 3999 - Experiential Learning	0	
			BUSA 4999 - Career Path	0	24
Required Business Concentration		9			
			Required Healthcare Administration Core		15
Healthcare Electives		9			
Select three of the following:			Required Business Concentration		9
HCAD 4977					
HCAD 4980	Internship in Healthcare Administration		Healthcare Electives		9
			Select three of the following:		
			HCAD 4977 Research in Healthcare Administration		

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ECON 3810	Health Economics	
MKTG 3100	Health Care Marketing	
MGNT 4000	Human Resource Management	
MGNT 4600		
General Electives Electives may consist of business and/or non-business courses		6
Total hours required for the degree		120

HCAD 4980	Internship in Healthcare Administration	
ECON 3810	Health Economics	
MKTG 3100	Health Care Marketing	
MGNT 4000	Human Resource Management	
MGNT 4600		
General Electives Electives may consist of business and/or non-business courses		3
Total hours required for the degree		120

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

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

Curriculum change reflects the feedback from our recent AACSB Continuous Improvement Review and our assurance of learning process

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	DocuSigned by: Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 9:44 AM
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 A
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/23/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Assurance of Learning
Requestor's Name:	Cynthia Royal Tori	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Bachelor of Business Administration with a Major in International Business
Current Catalog URL:	Catalog.valdosta.edu/undergraduate/academic-programs/business-administration/marketing-international-business/international-business

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Selected Educational Outcomes International Business majors will demonstrate basic reading and conversational skills in a language other than their native language; demonstrate knowledge of cultural differences as they relate to conducting business in a global context; demonstrate knowledge of basic international trade and related concepts.	Learning Goals and Objectives for International Business Majors Learning Goal 1: Graduates will have proficient knowledge of international business concepts. 1. Graduates will demonstrate knowledge of international business. 2. Graduates will demonstrate knowledge of international business strategies. 3. Graduates will explain the impacts of the international business environment and its complexities. Learning Goal 2: Graduates will have proficient analytic skills. 1. Graduates will use technology to construct meaningful information from data. 2. Graduates will utilize real-life examples to develop thought processes and analytical skills essential to a global mindset. Learning Goal 3: Graduates will be effective communicators. 1. Graduates will proficiently communicate in writing the findings of international business analyses. 2. Graduates will proficiently communicate verbally the findings of international business analyses.

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

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

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

After evaluating our assessment outcomes, reflecting our AACSB International reaffirmation visit comments, and AACSB International standard changes, the faculty revised the college learning goals and objectives.

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

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

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

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

DocuSign Envelope ID: 5CF7C272-102E-45B2-B069-6AD898592759

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	DocuSigned by: Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 1:57 P
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 12:19
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/31/2022 | 3:29 P
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 03/3/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Economics, Finance, and Healthcare Department
Requestor's Name:	Elvan Aktas	**Requestor's Role:**	Department Head

Check One Option: ☒ Curriculum Change *(Changes to Program/Degree)* ☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA with a Major in International Business
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/marketing-international-business/bba-international-business/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following:)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 2999 - Career Development	0		MKTG - 4680 International Marketing		
BUSA 3999 - Experiential Learning	0		BUSA 4900 - Business Policy	3	
BUSA 4900 - Business Policy	3	21	Professional Growth		
			BUSA 2999 - Career Development	0	
Required International Business Core		15	BUSA 3999 - Experiential Learning	0	
			BUSA 4999 - Career Path	0	24
Required Business Concentration		9			
			Required International Business Core		15
Required Foreign Language		9			
			Required Business Concentration		9
General Electives		6			
Electives may consist of business and/or non-business courses			Required Foreign Language		9
			General Electives		3
Required International Experience		0	Electives may consist of business and/or non-business courses		
Total hours required for the degree		120			

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

	Required International Experience	0
	Total hours required for the degree	120

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

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

Curriculum change reflects the feedback from our recent AACSB Continuous Improvement Review and our assurance of learning process

Use a URL that reflects the new department alignment: catalog.valdosta.edu/undergraduate/academic-programs/business-administration/economics-finance-healthcare-administration/bba-international-business

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

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

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

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Elvan Aktas	DocuSigned by: Elvan Aktas 801D8FFCE9AD47F...	3/31/2022 | 9:44 AM
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/22/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Elson, Raymond	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	BUSA 2999	**Course Prefix and Number:**	
Course Title:	Career Development	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all students pursuing a Bachelor of Business Administration degree. Students complete a resume, mock interview, and an employment cover letter. This course must be successfully completed before completion of 90 hours. If "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.	Graded "Satisfactory" or "Unsatisfactory". This is the first of a 3-course, zero-credit program designed to help BBA students prepare for professional growth. Students meet with a faculty mentor; and complete a resume, an employment cover letter, and learn interview techniques. This course must be successfully attempted before completion of 60 hours. If "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/21/2022 | 10:7
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	02/22/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Elson, Raymond	**Requestor's Role:**	Faculty

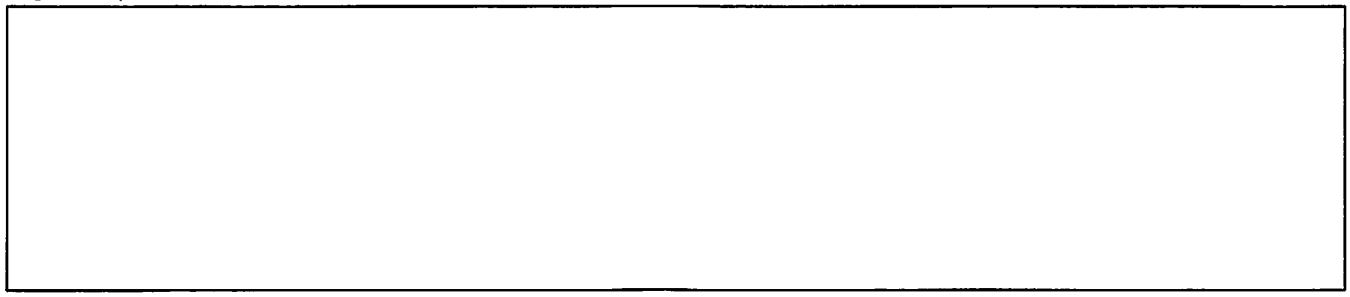
CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	BUSA 3999	**Course Prefix and Number:**	
Course Title:	Experiential Learning	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all students pursuing a Bachelor of Business Administration degree. Students are to complete one of the following: a study abroad experience, an approved internship, an approved undergraduate research project, or 150 hours of servant leadership activities. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.	Graded "Satisfactory" or "Unsatisfactory". This is the second of a 3-course, zero-credit program designed to help BBA students prepare for graduation. Students meet with a faculty mentor; and complete one of the following: a study abroad experience, an approved internship, an approved undergraduate research project, or 150 hours of servant learning activities. This course must be successfully completed before completion of 90 hours. If "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☒ Spring ☐ Summer	2022	*Every Semester*

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

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



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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/21/2022 | 10:28
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 P
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:	02/22/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Elson, Raymond	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	BUSA	**NEW Course Number:** *(Consult #s in the catalog)*	4999
Proposed NEW Course Title:	Career Path		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Career Path		
Prerequisite(s):			

Lecture Hours:	0	**Lab/Contact Hours:**	0	**Credit Hours:**	0

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

Graded "Satisfactory" or "Unsatisfactory". This is the third of a 3-course, zero-credit program designed to help BBA students prepare for post-graduation success. Students meet with a faculty mentor, complete the senior exit exam, and provide information on their job placement, post-graduation. If "Unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

The course will help us address one of the deficiency noted in our recent accreditation visit

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

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

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –
**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 25D05F8425AB443...	3/21/2022 | 10:28
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 P
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

BUSA 4999: Career Path
Fall 2022

Professor Information
Name: Raymond Elson, DBA, CPA
Office: HSBA 3002C
Telephone: 219-1214
E-mail: relson@valdosta.edu

Class Information
Meeting Time/Location:
There are no formal class meetings–

Office Hours: TR 9.30-10.30am and by appointment

REQUIRED TEXT: There is no book required for this course

COURSE DESCRIPTION

BUSA 4999 - Graded "Satisfactory" or "Unsatisfactory". This is the third of a 3-course, zero-credit program designed to help BBA students prepare for post-graduation success

OBJECTIVES: To help you prepare for post-graduation success. As such, you are expected to take an active role in your career development. You will demonstrate this responsibility by completing the three main tasks below:

- Meet with your faculty mentor, at least once
- Complete the ETS Major Field Test
- Provide information on your job placement

GRADING

BUSA 4999 is graded as satisfactory or unsatisfactory. *A satisfactory grade is achieved by completing **all** three tasks*. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received. This course is required for graduation. There is no book requirement nor will this class meet.

ASSIGNMENTS

The following are the course activities

a) **Prior to registration** – Meet with faculty mentor and discuss career goals and any course-relate issues
b) Post Mid-Term – Schedule and complete the senior exit exam either online or via LCOBA's testing center
c) Prior to the end of the semester – Provide college with requested post-graduation information in the designated repository.

Tentative Schedule of Assignments

1606

The assignments are due on the following dates. Late assignments are not accepted.

Assignment	Date
Syllabus Quiz	1ST week of semester
Meeting with Faculty Mentor	By midterm
Senior Exit Exam	Two weeks post midterm
Post-graduation Plans	By the end of the semester

Appendix: Important University Information

Accreditation

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

Special Services

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

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

COVID Protocol

Blazers protect Blazers. As members of a community, we seek to protect others and ourselves. The first line of protection against COVID 19 is to be fully vaccinated, including a booster. Vaccinations are strongly encouraged and are available free of charge through VSU Health Services and many local pharmacies. Information about scheduling an appointment at Student Health Services is available at https://www.valdosta.edu/administration/student-affairs/student-health/.
To protect yourself and others, properly wearing a face covering is strongly encouraged in all classrooms and other instructional spaces at all times.

If you are experiencing COVID symptoms, use the free testing available at the Student Health Center; you may also obtain a test at many other locations around town. If you test positive, please report your case using the COVID Self Reporting tool at the top of your MyVSU page. Guidance on student absences is available at https://www.valdosta.edu/academics/academic-affairs/guidance-on-student-absences.php. To report an absence to the Dean of Students Office, complete the form at https://www.valdosta.edu/administration/student-affairs/absentee-notification-form.php. If you must self-isolate or quarantine, follow the directions provided by Student Health after you have reported your COVID status.

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	04/1/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management & Marketing
Requestor's Name:	Jie Fowler	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Entrepreneurship Certificate
Current Catalog URL:	

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
	ACCT 2099 - Accounting for Entrepreneurship 3 MKGT 3050 - Introduction to Marketing 3 Select one of the following: MGNT 3900 - Entrepreneurship Skills 3 MGNT 3910 - Small Business Management 3 Total Hours 9

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

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

Non-business students are expressing in acquiring additional skills that could be useful in their career development. The program is flexible and will allow students to complete the requirements within the summer (using a May-July scheduling)

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	4-1-2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	4/1/2022 | 6:02 PM EI
Dean/Director	Ray Elson	Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:29 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			

DocuSign Envelope ID: B2A7E1A6-6125-47F1-8EAA-865657955363

Academic Committee			
***Will this change impact another college/department?**		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Business Administration	**Department(s):**	Accounting

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 03/22/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jie Fowler	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA with a Major in General Business
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/management-health-care-administration/bba-general-business-online/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following:)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 4900 - Business Policy	3	21	MKTG - 4680 International Marketing		
			BUSA 4900 - Business Policy	3	
Required Online Business Core			Professional Growth		
ACCT 3100 Intro to Fraud Examination	3		BUSA 2999 - Career Development	0	
ACCT 3700 Internal Auditing	3		BUSA 3999 - Experiential Learning	0	
MKTG 3620 Consumer Behavior	3		BUSA 4999 - Career Path	0	24
ECON 4100 Economics of Business and Work	3				
ECON 4500 Growth and Business Cycles	3		Required Online Business Core		
MGNT 3910 Small Business Management	3				
MGNT 4700 Quality Management	3	21	ACCT 3100 Intro to Fraud Examination	3	
			ACCT 3700 Internal Auditing	3	
General Electives		18	MKTG 3620 Consumer Behavior	3	
Electives may consist of business and/or non-business courses			ECON 4100 Economics of Business and Work	3	
			ECON 4500 Growth and Business Cycles	3	
			MGNT 3910 Small Business Management	3	
Total hours required for the degree		120	MGNT 4700 Quality Management	3	
					21

	General Electives 15 Electives may consist of business and/or non-business courses Total hours required for the degree 120

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

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

Curriculum change reflects the feedback from our recent AACSB Continuous Improvement Review and our assurance of learning process

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

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

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

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	DocuSigned by: Jie Fowler 35D95E8425AB443...	3/22/2022
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/25/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jie G. Fowler	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	BBA in Management
Current Catalog URL:	https://www.valdosta.edu/colleges/business/management-marketing/bba-management-map.php

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Required Senior College Core			Required Senior College Core		
DATA 3100 - Introduction to Data Analytics	3		BUSA 3450 Management Information Systems	3	
DATA 3200 - Data Visualizations and Analytics	3		DATA 3100 - Introduction to Data Analytics	3	
FIN 3350 - Financial Management	3		DATA 3200 - Data Visualizations and Analytics	3	
MGNT 3250 - Mgnt and Org Behavior	3		FIN 3350 - Financial Management	3	
MKTG 3050 - Intro to Marketing	3		MGNT 3250 - Mgnt and Org Behavior	3	
International Option	3		MKTG 3050 - Intro to Marketing	3	
Select one of the following			International Option (select one of the following)	3	
ECON 4600 - International Economics			*Select one of the following*		
FIN 3650 - Multinational Corporate Finance			ECON 4600 - International Economics		
IB 3000- Intro to Intl Business			FIN 3650 - Multinational Corporate Finance		
MGNT - 4800 International Management			IB 3000- Intro to Intl Business		
MKTG - 4680 International Marketing			MGNT - 4800 International Management		
BUSA 2999 - Career Development	0		MKTG - 4680 International Marketing		
BUSA 3999 - Experiential Learning	0		BUSA 4900 - Business Policy	3	
BUSA 4900 - Business Policy	3	21	Professional Growth		
			BUSA 2999 - Career Development	0	
Required management core			BUSA 3999 - Experiential Learning	0	
MGNT 3300 – Operations Management	3		BUSA 4999 - Career Path	0	24
MGNT 4000 – Human Resources Management	3				
MGNT 3450-Management Information Systems	3		Required management core		
Management Electives	15		MGNT 3300 – Operations Management	3	
Business elective	9		MGNT 4000 – Human Resources Management	3	
General elective	6		MGNT 4200. Leadership Skills	3	
Total:	120		Management Electives: 12 hours.	12	
			Business elective: 9 hours	9	
			General elective 6 hours	6	
			Total:	120	

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

Moving MGNT 3450 to the core (as BUSA 3450) leads to the change of the required management courses.
Adding MGNT 4200 (Leadership Skills) to the required management courses will improve the learning outcome.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Leadership is essential to students who major in management. It has been taught in management on the regular base.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	2-25-2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori 35D95E8425AB443... DocuSigned by:	3/21/2022 | 10:28 A
Dean/Director	Ray Elson	Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

College:	College of Business Administration	**Department(s):**	The college of business

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/25/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jie G. Fowler	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	BBA in Marketing		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/management-marketing/bba-marketing/		

Present Requirements:		**Proposed Requirements:** *(hover over for instructions)*	
Core Curriculum		Core Curriculum	
60		60	
Required Senior College Core		Required Senior College Core	
DATA 3100 - Introduction to Data Analytics	3	BUSA 3450 Management Information Systems	3
DATA 3200 - Data Visualizations and Analytics	3	DATA 3100 - Introduction to Data Analytics	3
FIN 3350 - Financial Management	3	DATA 3200 - Data Visualizations and Analytics	3
MGNT 3250 - Mgnt and Org Behavior	3	FIN 3350 - Financial Management	3
MKTG 3050 - Intro to Marketing	3	MGNT 3250 - Mgnt and Org Behavior	3
International Option	3	MKTG 3050 - Intro to Marketing	3
Select one of the following		International Option (select one of the following)	3
ECON 4600 - International Economics		*Select one of the following*	
FIN 3650 - Multinational Corporate Finance		ECON 4600 - International Economics	
IB 3000- Intro to Intl Business		FIN 3650 - Multinational Corporate Finance	
MGNT - 4800 International Management		IB 3000- Intro to Intl Business	
MKTG - 4680 International Marketing		MGNT - 4800 International Management	
BUSA 2999 - Career Development	0	MKTG - 4680 International Marketing	
BUSA 3999 - Experiential Learning	0	BUSA 4900 - Business Policy	3
BUSA 4900 - Business Policy	3	Professional Growth	
21 Required marketing core		BUSA 2999 - Career Development	0
MKTG 3620 Consumer Behavior	3	BUSA 3999 - Experiential Learning	0
MKTG 3650 Marketing Research	3	BUSA 4999 - Career Path	0 24
MKTG 4900 Strategic Planning	3	Required marketing core	
Marketing Electives: 12 hours.	12	MKTG 3620 Consumer Behavior	3
Business elective: 9 hours	9	MKTG 3650 Marketing Research	3
General elective 9 hours	9	MKTG 4900 Strategic Planning	3
Total:	120	Marketing Electives: 12 hours.	12
		Business elective: 9 hours	9
		General elective 6 hours	6
		Total:	120

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

Adding more business-related course to the core (MIS) will improve the learning outcome.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Marketing reduced 3 hours general elective due to the change of the core curriculum.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler	2-25-2022
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori DocuSigned by:	3/21/2022 | 10:28 AM
Dean/Director	Ray Elson	Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

*Will this change impact another college/department?		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Business Administration	**Department(s):**	The college of business

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/28/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	
Requestor's Name:	Elson, Raymond	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MGNT 3450	**Course Prefix and Number:**	BUSA 3450
Course Title:	Management Information Systems	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Information processing, meaning and role of information systems, information systems procedures, business functions of computers, into systems analysis and design, files and databases, office automations, data communication, behavioral and organizational implications, selection of hardware and software.	The course focuses on the study of people, technology, organizations, and the relationships among them.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Every Semester*

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

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

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/21/2022 | 10:28
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☐ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management & Marketing
Requestor's Name:	Aubrey R. Fowler III	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 3080	**Course Prefix and Number:**	
Course Title:	Visual Media in Business	**Course Title:**	Content Marketing
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
The course will address technological and practical considerations in the use of a variety of tools used for the development of advertisements, web sites, social media, internal documents, newsletters, and other business materials. To remain current the software tools will change over time. The course will cover a variety of creative software	This course will address the marketing and business processes for creating and distributing relevant and valuable content to attract, acquire, and engage a clearly defined and understood target audience. This content will include imagery, video, text, and any other content used to enhance the consumer experience.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	DocuSigned by: Jie Fowler 751FCED772F6496...	3/31/2022 | 8:45 A
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 A
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management & Marketing
Requestor's Name:	Aubrey R. Fowler III	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4010	**Course Prefix and Number:**	
Course Title:	Digital Marketing	**Course Title:**	Digital Marketing
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	MKTG 3050	**Pre-requisites:**	None

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Prerequisites: MKTG 3050 with a grade of "C" or better. An introduction to the marketing of products and services via digital technologies such as the Internet, mobile phones, and social and other digital media. Methods covered include search engine optimization, content marketing, email direct marketing, display advertising, and other digital technologies.	Students will explore the development, production, and implementation of digital-marketing delivery methods including, but not limited to, email marketing, content marketing, web optimization, SEO, display advertising, and social media.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	3/22/2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	Ray Elson DocuSigned by: B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission: 02/2/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Gary Futrell	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4160	**Course Prefix and Number:**	MKTG 4160
Course Title:	Adv. Professional Selling	**Course Title:**	Adv. Professional Selling
Lecture Hours:	3	*Lecture Hours:*	3
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	3
Pre-requisites:	MKTG 3060 or MKTG 4130	**Pre-requisites:**	NONE

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

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

MKTG 4170 is a business elective. The pre-requisites (MKGT 4130 OR 3060) prevent non-sales minors to take the course as an elective.
As a result, the enrollment for MKTG 4160 ranged from 1 to 4 students per semester since 2020.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The course will be taught with the same material by same instructor. The measures will be SOIs, student surveys, and assignments.

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	DocuSigned by: Jie Fowler 35D95E8425AB443...	2-18-2022
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori B22D0E2C25B5431...	4/5/2022 | 11:03 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/5/2022 | 1:34 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/2/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Gary Futrell	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4170	**Course Prefix and Number:**	MKTG 4170
Course Title:	Sales Management	**Course Title:**	Sales Management
Lecture Hours:	3	*Lecture Hours:*	3
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	3
Pre-requisites:	MKTG 3060 or 4130	**Pre-requisites:**	NONE
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Twice per Year*

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

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

MKTG 4170 is a business elective. The pre-requisites (MKGT 4130 OR 3060) prevent non-sales minors to take the course as an elective.
As a result, the enrollment for MKTG 4170 ranged from 3 to 6 students per semester since 2020.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

The course will be taught with the same material by same instructor. The measures will be SOIs, student surveys, and assignments.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	DocuSigned by: Jie Fowler	2-18-2022
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/21/2022 | 10:28 A
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management & Marketing
Requestor's Name:	Aubrey R. Fowler III	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4000	**Course Prefix and Number:**	
Course Title:	Advertising and Promotion	**Course Title:**	Advertising and Integrated Brand Promotion
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	MKTG 3050	**Pre-requisites:**	None

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Prerequisite: MKTG 3050 with a grade of "C" or better. The course explores the basic principles of advertising and promotions and their role in media and society. The advertising environment of the 21st century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness will be studied.	The course explores the basic principles of integrated marketing communications and promotions and their role in media and society. The advertising environment of the 21st century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness will be studied.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	3/22/2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	Ray Elson DocuSigned by: B22D0E2C25B5431...	4/4/2022 | 10:17 A
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management & Marketing
Requestor's Name:	Aubrey R. Fowler III	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MKTG 4050	**Course Prefix and Number:**	
Course Title:	Creative Advertising Strategy	**Course Title:**	Creative Branding Strategy
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	MKTG 3050	**Pre-requisites:**	None

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Prerequisite: MKTG 3050 with a grade of "C" or better. An introduction to the fundamentals of creative advertising strategy and execution. The class provides students with both understanding and experience in various elements of copy writing, design, and layout of advertisements for a variety of media outlets.	This course will address important issues and processes involved in creating and building strong brands and maximizing the value of existing brands. The class provides a framework for understanding brands and how consumers perceive, evaluate, and respond to brands.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Once per Year*

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

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

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Source of Data to Support Change *(select one or more of the following):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	3/22/2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management & Marketing
Requestor's Name:	Aubrey R. Fowler III	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	

Degree/Program Name:	Minor in Advertising and Promotions
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/management-marketing/minor-advertising-promotions/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Required Courses: MKTG 3050 Introduction to Marketing MKTG 3080 Visual Media in Business MKTG 4000 Advertising and Promotion MKTG 4050 Creative Advertising Strategy Electives - Select six hours from the following: ART 3071 Black and White Photography ART 3072 Digital Photography ART 3091 Graphic Design I COMM 2100 Introduction to Communication Theory PREL 2000 Introduction to Public Relations ENGL 2080 Grammar and Style ENGL 3020 Technical Writing and Editing JOUR 3080 Editing for Publications JOUR 4500 Document Design MDIA 2000 Introduction to Mass Media MKTG 4010 Digital Marketing MKTG 4030 Advertising Culture and Ethnography MKTG 4040 Advertising and Society SOCI 3090 Mass Media and Popular Culture	Required Courses: MKTG 3050 Introduction to Marketing MKTG 4000 Advertising and Promotion MKTG 4010 Digital Marketing MKTG 4050 Creative Advertising Strategy Electives - Select six hours from the following: ART 3091 Graphic Design I MDIA 2000 Introduction to Mass Media ART 3072 Digital Photography MKTG 3080 Content Marketing MKTG 4030 Advertising Culture and Ethnography MKTG 4040 Advertising and Society

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

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

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

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler	3/22/2022

1960

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	03/14/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jie Fowler	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022
Degree/Program Name:	Minor in Business Analytics		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/management-health-care-administration/minor-business-analytics/		

Present Requirements:		**Proposed Requirements:** *(hover over for instructions)*	
Required Courses		Required Courses	
BUSA 2100 - Applied Business Statistics	3	BUSA 2100 - Applied Business Statistics	3
BUSA 3100 - Business Analytics	3	*BUSA 3100 - Business Analytics*	*3*
Electives Courses		DATA 3100 - Introduction to Data Analytics	3
Select three of the following:		DATA 3200 - Data Visualizations and Analytics	3
MGNT 4640 Management Science		Electives Courses	6
MKTG 3650 Marketing Research		Select *three* two of the following:	
ECON 4000 Introduction to Econometrics and Data Analysis		ACCT 4410 Accounting Information Systems	
HCAD 3100 Introduction to Healthcare Informatics		*MGNT 4640 Management Science*	
Total Hours	15	MKTG 3650 Marketing Research	
		ECON 4000 Introduction to Econometrics and Data Analysis	
		HCAD 3100 Introduction to Healthcare Informatics	
		Total Hours	15

DocuSign Envelope ID: C336EB96-9EEC-4996-9A6E-49195904C5DE

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

The college curriculum changes impacted the course offerings for the minor

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	3/28/2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	3/31/2022 | 8:44 AM
Dean/Director	Ray Elson	Ray Elson DocuSigned by: B22D0E2C25B5431...	4/4/2022 | 10:17 AM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/2/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jonathan Krispin	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Human Resource Management
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/management-health-care-administration/minor-human-resources-management/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Required courses: MGNT 3500 MGNT 4000 MGNT 4020 Electives (Choose any 3 courses) ECON 3860 MGNT 4005 MGNT 4010 MGNT 4650 MGNT 4660 MGNT 4980	Required courses: MGNT 3500 MGNT 4000 MGNT 4020 Electives (Choose any 3 courses) MGNT 4650 MGNT 4660 MGNT 4200 (Leadership skills) MGNT 4980

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

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

MGNT 4005 has not been offered since 2017. ECON 3860 is not offered either. As such, both courses need to be removed from the minor. A concurrent request to deactivate MGNT 4010 has been submitted due to lack of continued relevance of that course (Labor Relations), and due to a lack of qualified faculty to teach it.

Additionally, MGNT 4200 (Leadership Skills) can be used to replace MGNT 4010 to improve the learning outcomes as it is regularly taught and broadly applicable given the role that Human Resources plays in contemporary organizations.

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

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

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

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

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

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

☐ Other Data Source Descriptions –

The course effectiveness will be measured with SOIs, students surveys, course materials and assignments.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	2-18-2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	3/21/2022 | 10:28 AM
Dean/Director	Ray Elson	Ray Elson DocuSigned by: B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	01/31/2022

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jie. G Fowler	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Operation Management Minor
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/management-health-care-administration/minor-operations-management/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Required courses: BUSA 2100 DATA 3100 Elective courses (choose 3 below): MGNT 3300 MGNT 3400 MGNT 4600 MGNT 4700	Required courses: BUSA 2100 DATA 3100 Elective courses (choose 3 below): MGNT 3300 MGNT 3400 MGNT 4600 MGNT 4700 MGNT 4980 (Internship) MGNT 4990 (Directed study in management)

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

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

MGNT 4600 is not offered frequently due to a lack of sources. That said, the students need more electives to fulfill the minor requirement. In addition, the College of Business encourages and emphasizes experiential learning.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Employer surveys, assignments and portfolios can be measures of Internship and directed study.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	2-18-2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	3/21/2022 | 10:28 AM
Dean/Director	Ray Elson	Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	*Select Date.*

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

College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Gary D. Futrell	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2022

Degree/Program Name:	Minor in Professional Sales
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/marketing-international-business/minor-professional-sales/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Required Courses MKTG 3050 Introduction to Marketing 3 MKTG 4130 Professional Selling 3 MKTG 4160 Advanced Professional Selling 3 MKTG 4170 Sales Management 3 Electives Select six hours from the following: 6 COMM 1100 Human Communication COMM 1110 Public Speaking COMM 2100 Introduction to Communication Theory MGNT 4200 Leadership Skills MKTG 4180 Practicum in Professional Selling MKTG 4220 Retailing MKTG 4670 Marketing Channels MKTG 4750 Marketing of Services PHIL 2030 Ethics and Contemporary Society PHIL 3120 Ethical Theory PSYC 3710 Social Psychology SOCI 3710 Social Psychology THEA 1710 Improvisation THEA 2850 Acting for the Non-Theatre Major Total Hours 18	Required Courses MKTG 3050 Introduction to Marketing 3 MKTG 4130 Professional Selling 3 MKTG 4160 Advanced Professional Selling 3 MKTG 4170 Sales Management 3 Electives Select six hours from the following: 6 COMM 1100 Human Communication COMM 1110 Public Speaking COMM 2100 Introduction to Communication Theory HCAD 4000 Legal and Ethical Issues in Healthcare Administration MGNT 4200 Leadership Skills MKTG 4180 Practicum in Professional Selling MKTG 4750 Marketing of Services PHIL 2030 Ethics and Contemporary Society PHIL 3120 Ethical Theory PSYC 3710 Social Psychology SOCI 3710 Social Psychology THEA 1710 Improvisation THEA 2850 Acting for the Non-Theatre Major Total Hours 18

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

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

Courses being deleted are no longer taught

Course being added

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	DocuSigned by: Jie Fowler	3-28-2022
College/Division Executive Committee	Cynthia Royal Tori	DocuSigned by: Cynthia Royal Tori 35D95E8425AB443...	4/5/2022 | 11:03 AM
Dean/Director	ray Elson	DocuSigned by: Ray Elson B22D0E2C25B5431...	4/5/2022 | 1:34 PM E
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

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Valdosta State University Curriculum Form

- Request to DEACTIVATE/ACTIVATE a Course/Program

		Date of Submission:	02/2/2022
College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jie. G Fowler	**Requestor's Role:**	Department Head

List of Courses (or the program or track)	*(Example: CLASS 1111 Introduction to Class)* Deactivate Supply Chain Management Minor.
☒ Deactivate Course(s) ☐ Reactivate Course(s)	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2022	*Select One.*

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

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

The department is not able to offer the courses (MKTG 4670, MKTG 4730, MKTG 4740) consistently, due to lack of the qualitied faculty in supply chain and logistics area.
There are only 6 supply chain minors.

Source of Data to Support Change *(select one or more of the following and provide appropriate narrative below):*

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

Current enrollment for this minor is 7.

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Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- **Request to DEACTIVATE/ACTIVATE a Course/Program**

Approvals:	Print:	Signature:	Date:
Department Head	Jie. G. Fowler	Jie Fowler DocuSigned by:	2-18-2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: 35D95E8425AB443...	3/21/2022 | 10:28 AM
Dean/Director	Ray Elson	Ray Elson DocuSigned by: B22D0E2C25B5431...	3/22/2022 | 1:24 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

DocuSign Envelope ID: E0BF92BC-5482-4975-BB05-3BDBC981F370

Valdosta State University Curriculum Form

- Request to DEACTIVATE/ACTIVATE a Course/Program

		Date of Submission:	02/2/2022
College:	College of Business Administration	**Dept. Initiating Request:**	Management and Marketing
Requestor's Name:	Jonathan Krispin	**Requestor's Role:**	Faculty

List of Courses (or the program or track)	*MGNT 4010 (Labor Relations) *(Example: CLASS 1111 Introduction to Class)*
☒ Deactivate Course(s) ☐ Reactivate Course(s)	

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer		*Select One.*

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

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

The justification for this change stems from the reduction in the importance of labor relations (specifically in the context of unionization within organizations) as the prevalence and influence of unions has declined and continues to decline. The faculty feel that there is adequate coverage of these issues in MGNT 4000 (Human Resource Management). Additionally, the faculty member with the experience and expertise in Labor Relations has retired, and the current faculty do not have the required experience and expertise to make this course particularly relevant.

Source of Data to Support Change *(select one or more of the following and provide appropriate narrative below):*

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

Faculty survey/consent.

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Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	Jie Fowler DocuSigned by:	2-18-2022
College/Division Executive Committee	Cynthia Royal Tori	Cynthia Royal Tori DocuSigned by: B5205F8425AB443...	3/21/2022 | 10:28 A
Dean/Director	Ray Elson	Ray Elson B22D0E2C25B5431...	3/22/2022 | 1:24 P
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*		
College:	*Select One.*	**Department(s):**	

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