

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
January 11, 2016**

**2:30 p.m.**

**BALLROOM A  
STUDENT UNION**

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

ACADEMIC COMMITTEE  
AGENDA  
January 11, 2016

1. Minutes of the November 9, 2015 meeting. (pages 1-2) were approved by email November 11, 2015.
2. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised course prerequisites PADM 7090 (pages 3-5)
  - b. Revised course prerequisites PADM 7410 (pages 6-8)
3. **GRADUATE SCHOOL**
  - a. Revised Thesis requirements (pages 9-12)
  - b. Revised Language Proficiency Requirements for student applicants whose first language is not English (pages 13-15)
  - c. Revised Language Proficiency Requirements for student applicants whose first language is not English – MBA (pages 16-18)
4. **COLLEGE OF THE ARTS**
  - a. New course PERS 2240 (pages 19-28)
  - b. Revised course prefix MAIC 7999 (pages 29-31). Deactivation MDIA 7999.
  - c. Revised course prefix MAIC 7200 (pages 32-34). Deactivation COMM 7200.
  - d. Revised course prefix MAIC 7100 (pages 35-37). Deactivation COMM 7100.
  - e. Revised course prefix MAIC 5000 (pages 38-40). Deactivation COMM 5000.
5. **COLLEGE OF BUSINESS**
  - a. New course BUSA 3100 (pages 41-48)
  - b. Revised admission requirements for the College of Business (pages 49-51)
  - c. New course BUSA 3999 (pages 52-55)
  - d. New course BUSA 2999 (pages 56-59)
  - e. Revised degree requirements for the BBA – Area F and Required Senior College Curriculum (pages 60-62)
  - f. Revised course number, credit hours BUSA 1105 (pages 63-65) Deactivation BUSA 2000.
  - g. Revised Core Area E (pages 66-89)
6. **COLLEGE OF EDUCATION**
  - a. Deactivation of MED in Secondary Education (page 90)
  - b. Deactivation of MED in Reading Education (page 91)
  - c. Revised number or transfer hours for the EDD in Curriculum & Instruction (pages 92-94)
  - d. Revised number of transfer hours for the EDD in Leadership (pages 95-97)
  - e. Revised Master of Marriage and Family Therapy narrative (pages 98-100)
  - f. Revised dismissal requirements for the Master of Marriage and Family Therapy (pages 101-103)
  - g. Revised Area F for the BA in Psychology (pages 104-105)
  - h. Revised Area F for the BS in Psychology (page 106-107)
  - i. Revised Senior College Curriculum for the BA and BS in Psychology (pages 108-109)
  - j. Revised minor in Psychology (pages 110-112)
  - k. Revised prerequisite PSYC 3500 (pages 113-115)
  - l. New course PSYC 6610 (pages 116-125)
  - m. Revised course title, and description for PSYC 7020 (pages 126-128)
  - n. Revised Outcome Assessments for the MED in Adult and Career Education – Career and Technical Education Option (pages 129-131)
  - o. Revised Outcome Assessments for the EDD in Adult and Career Education (pages 132-134)
  - p. Revised Outcome Assessments for the BSED in Workforce Education – Career and Technical Education Option (pages 135-137)
  - q. Revised Outcome Assessments for the BAS in Human Capital Performance – Online Bachelor Completion Option (pages 138-140)
  - r. Revised prerequisites for ACED 4160 (pages 141-143)
  - s. Revised prerequisites for ACED 4070 (pages 144-146)
  - t. Revised prerequisites for ACED 4050 (pages 147-148)
  - u. Revised prerequisites for ACED 3150 (pages 149-151)
  - v. Revised prerequisites for ACED 4020 (pages 152-153)
  - w. Revised degree requirements and outcome assessment for the MED in Health and Physical Education (pages 154-156)
  - x. New course KSPE 7141 (pages 157-166)
  - y. New course KSPE 7171 (pages 167-175)
  - z. New course KSPE 7261 (pages 176-184)
  - aa. Revised course credit hours, title and description KSPE 7150 (pages 185-187)
  - bb. Revised course credit hours, and description (pages 188-190)
  - cc. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education (pages 191-193)
  - dd. New course KSPE 8210 (pages 194-203)
  - ee. Revised course description KSPE 8300 (pages 204-206)
  - ff. Deactivation of KSPE 2800, 3860, 4090, 4250, 4650, 7050, 7060, 7080, and 7100 (pages 207-208)
  - gg. Revised narrative for the Master of Library Science (pages 209-211)
  - hh. Revised Progression, Retention, Dismissal, and Readmission Policies for the Master of Library Science (pages 212-214)
  - ii. Revised graduation requirements for the Master of Library Science (pages 215-217)
  - jj. Revised degree requirements for the Master of Library Science (pages 218-220)
  - kk. Revised degree requirements for the Master of Library Science – Reference Sources and Services Track (pages 221-223)
  - ll. Revised degree requirements for the Master of Library Science – Technology Track (pages 224-226)

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

**7. Miscellaneous**

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

**8. Pending items**

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

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
November 9, 2015

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

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

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

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Dereth Drake.

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

**A. College of Education**

1. New course, Early Childhood Education (ECED) 3000, "Special Topics in Early Childhood Education", (SPEC TOPICS IN ECE – 3 credit hours, 2 lecture hours, 1 lab hour, and 3 contact hours), was approved effective Summer Semester 2016. (pages 8-15a).
2. Revised Educational Outcomes for the BA and BS in Psychology was approved effective Fall Semester 2016. (pages 15b-17).
3. New course, Psychology (PSYC) 4025, "Human Memory", (HUMAN MEMORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 18-26).

**B. College of Nursing and Health Sciences**

1. Revised degree requirements for the BSN – RN to BSN were approved effective Fall Semester 2016 with the effective changed from Spring 2016 to Fall 2016 and the credit hours corrected for NURS 4226 to 5. (pages 27-29).
2. New course, Nursing (NURS) 3104, "RN-BSN Pathophysiology for the Practicing Nurse", (RN-BSN PATHOPHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the description changed to read – An overview of pathophysiology... (pages 30-36).
3. New course, Nursing (NURS) 4104, "RN-BSN Nursing Informatics", (RN-BSN NSG INFORMATICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016 with the description changed to read – An examination and application of information technology to decision making in client care. The course focuses on concepts of informatics and the use of Health Care Systems. (pages 37-42).
4. Revised credit hours, prerequisites and description, Nursing (NURS) 3106, "RN-BSN Health Assessment Across the Lifespan", (RN-BSN HLTH ASSESS LIFESPAN – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Spring Semester 2016 with the description changed to read – Prerequisites: Completion of NURS 3104 and 3105 with a grade of "C" or better. Assessment... (pages 43-45).
5. Revised credit hours, prerequisites and description, Nursing (NURS) 4204, "RN-BSN Community Health Nursing Care", (RN-BSN COMMUNITY HLTH – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Spring Semester 2016 with the description changed to read – Prerequisites: Completion of NURS 3104, 3105, 3106, 3216, 4104, and 4105 with a grade of "C" or better. A study of holistic nursing care to promote and preserve the health... (pages 46-48).
6. Revised credit hours, prerequisites and description, Nursing (NURS) 4226, "RN-BSN Professional Nursing Practice", (RN-BSN PROF NURS PRACTICE – 5 credit hours, 2 lecture hours, 6 lab hours, and 8 contact hours), was approved effective Spring Semester 2016 with the description changed to read – Prerequisites: Completion of all other RN-BSN curriculum with a grade of "C" or better. A capstone course combining nursing theory, online discussions, clinical

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

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

**C. College of Arts and Sciences**

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

Respectfully submitted,

Stanley Jones  
Registrar

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

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

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

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
PADM 7090 Policy Analysis

**List Current and Requested Revisions:**

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

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

**Semester/Year to be Effective:**  
Spring 2016

**Estimated Frequency of Course Offering:**  
Every fourth semester

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

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)  
 Improving student learning outcomes:  
 Adopting current best practice(s) in field: Per the original curriculum change (2012).  
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:  
 Other: A curriculum change was made in 2012 removing PADM 7090 as a core course and replaced with PADM 7410; however, the required change in the course catalog was never completed.

Approvals:			
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date:	<i>11/27/15</i>
Dept. Head:	<del><i>[Signature]</i></del>	Date:	<i>11/10/15</i>
Dean/Director:	<i>Connie Richards</i>	Date:	<i>11/10/15</i>
Graduate Exec. Comm.(if needed):	<i>J. T. J. Ph</i>	Date:	<i>12-1-15</i>
Graduate Dean (if needed):	<i>J. T. J. Ph</i>	Date:	<i>12-1-15</i>
Academic Committee:		Date:	

Form last updated: November 10, 2015

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Request for a Revised Course  
Valdosta State University

NOV 12 2015

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Department Initiating Revision:  
POLS

Faculty Member Requesting Revision:  
Dr. Yehl

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

PADM 7410 Performance Analysis for Government and Non-Governmental Organizations

List Current and Requested Revisions:

Current:

Course Prefix and Number: PADM 7410

Credit Hours: 3

Course Title: Performance Analysis for  
Government and Non-Governmental  
Organizations

Pre-requisites:

Course Description: An overview of  
performance measurements and analysis for  
public and non-profit organizations.

Requested:

Course Prefix and Number: PADM 7410

Credit Hours: 3

Course Title: Performance Analysis for  
Government and Non-Governmental  
Organizations

Pre-requisites: PADM 7060

Course Description: An overview of  
performance measurements and analysis for  
public and non-profit organizations.

Semester/Year to be Effective:

Spring 2016

Estimated Frequency of Course Offering:

Every other semester

Indicate if Course will be :  Requirement for Major  Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Per original curriculum change (2012).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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



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

Approvals:			
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date:	<i>11/11/15</i>
Dept. Head:	<del>XXXXXXXXXX</del>	Date:	<i>11/10/15</i>
Dean/Director:	<i>Connie Richards</i>	Date:	<i>11/11/15</i>
Graduate Exec. Comm.(if needed):	<i>J. T. J. PL</i>	Date:	<i>12-1-15</i>
Graduate Dean (if needed):	<i>J. T. J. PL</i>	Date:	<i>12-1-15</i>
Academic Committee:		Date:	

Form last updated: November 10, 2015

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

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

Valdosta State University

**Area of Change:**    Core    Senior    Graduate

**Current Catalogue Page Number:** 23-24

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2016

**Degree and Program Name:** Graduate School

**Present Requirements:**

**THESIS**

All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. General thesis regulations are furnished by the Graduate School:

<http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>.

When a thesis is required, the approved, defended thesis must be submitted to the Graduate School not less than 14 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. After the Graduate School's review and approval, two copies of the thesis (plus others, if required by the department), signed by the major professor, the members of the Thesis Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 5 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format on a jump drive or CD to the University Archives for its online repository (a V-text submission form must accompany the copy). Copies of the Binding Fee form and the V-text form may be printed from the Thesis and Dissertation Information page.

Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Dean of

**Proposed Requirements:** (highlight changes after printing)

**THESIS**

All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. General thesis regulations are furnished by the Graduate School:

<http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>.

When a thesis is required, the approved, defended thesis must be submitted to the Graduate School not less than 21 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. After the Graduate School's review and approval, two copies of the thesis (plus others, if required by the department), signed by the major professor, the members of the Thesis Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 35 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format to the University Archives for its online repository. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page.

Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Dean of

the Graduate School will notify the Registrar's Office to authorize the student's graduation.<sup>24</sup>  
DISSERTATION

Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.

All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a "satisfactory" or "unsatisfactory" basis. General dissertation regulations are furnished by the Graduate School:

<http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>.

The approved, defended dissertation must be submitted to the Graduate School no fewer than 14 days before the scheduled date of graduation. The Dissertation Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, two copies of the dissertation (plus others, if required by the department), signed by the Dissertation Chair and members of the Dissertation Committee, the Dean of the College of Education and Human Services or the Dean of the College of Arts and Sciences, and the Dean of the Graduate School, shall be submitted to the library no fewer than 5 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format on a jump drive or CD to the University Archives for its online repository (a V-text submission form must accompany the copy). Copies of the Binding Fee form and the V-text form may be printed from the Thesis and Dissertation Information page.

Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree or the D.P.A. degree. The Dean of the Graduate School will

the Graduate School will notify the Registrar's Office to authorize the student's graduation.<sup>24</sup>  
DISSERTATION

Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.

All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a "satisfactory" or "unsatisfactory" basis. General dissertation regulations are furnished by the Graduate School:

<http://www.valdosta.edu/academics/graduate-school/thesis-and-dissertation-information.php>.

The approved, defended dissertation must be submitted to the Graduate School no fewer than 21 days before the scheduled date of graduation. The Dissertation Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, two copies of the dissertation (plus others, if required by the department), signed by the Dissertation Chair and members of the Dissertation Committee, the Dean of the College of Education and Human Services or the Dean of the College of Arts and Sciences, and the Dean of the Graduate School, shall be submitted to the library no fewer than 35 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format to the University Archives for its online repository. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page.

Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree or the D.P.A. degree. The Dean of the Graduate School will

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

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

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Due to large numbers of dissertation and thesis submissions each semester, the deadline is being changed from two weeks to three weeks before graduation.

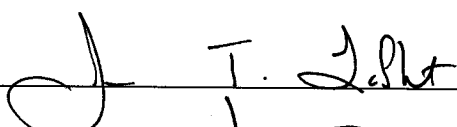
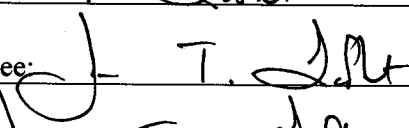
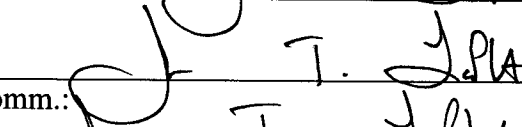
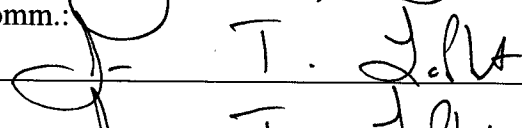
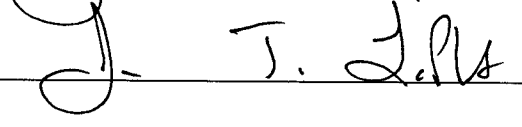
**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

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

<b>Approvals:</b>		
Department Head:		Date: 11-16-15
College/Division Exec. Committee:		Date: 11-16-15
Dean(s)/Director(s):		Date: 11-16-15
Graduate Exec. Comm.: (for grad program)		Date: 12-1-15
Graduate Dean: (for grad program)		Date: 12-1-15
Academic Committee:		Date:

Form last updated: January 6, 2010

NOV 12 2015

**REQUEST FOR A REVISED CATALOGUE COPY**

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

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** 8 ,  
http://catalog.valdosta.edu/graduate/graduate-school/application-procedures/, "Application Procedures" section

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2016

**Degree and Program Name:** Graduate School

**Present Requirements:** 1. Language Proficiency Requirement  
Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or proof of having completed ELS Language Centers' level 109. Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0.  
Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

**Proposed Requirements:** (highlight changes after printing) 1. Language Proficiency Requirement  
Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or completion of Level 6 at VSU's English Language Institute with a B average or better. Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0.  
Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Deleting references to old scoring systems for the ELS Language Centers and adding ELI option to maintain consistency with the International Applicants section of the catalog.

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

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

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

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

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Application numbers and the application process will be monitored by the Graduate School and International Programs.**

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



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

Form last updated: January 6, 2010

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**REQUEST FOR A REVISED CATALOGUE COPY** NOV 12 2015  
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Area of Change:**  Core  Senior  Graduate

**Current Catalogue Page Number:** 10 ,  
http://catalog.valdosta.edu/graduate/school/application-procedures/, "International Applicants" section

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2016

**Degree and Program Name:** Graduate School

**Present Requirements:** Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), completion of Level 6 at VSU's English Language Institute with a B average or better, or proof of having completed ELS Language Centers' level 109.

Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test.

The minimum acceptable score on the IELTS is 6.0. Please note: the M.B.A. program only accepts TOEFL scores.

Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

**Proposed Requirements:** (highlight changes after printing) Students whose first language is not English must present evidence of English language proficiency by submitting one of the following documents: official scores on the Test of English as a Foreign Language (TOEFL), official scores on the International English Language Testing System (IELTS), or completion of Level 6 at VSU's English Language Institute with a B average or better.

Minimum acceptable scores on the TOEFL are:

- 523 on the paper-based test
- 193 on the computer-based test
- 70 on the internet-based test

The minimum acceptable score on the IELTS is 6.0. Please note: the MBA program only accepts TOEFL scores and completion of Level 6 at VSU's English Language Institute with a B average or better. Some programs at VSU may require higher scores. If you were born in a non-English speaking country but received a high school or college degree in the US, you are exempt from submitting the language proficiency requirement.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Deleting references to old scoring systems for the ELS Language Centers and expanding the MBA's language proficiency requirements to include graduates of VSU's English Language Institute, thus facilitating the transition from ELI to successful graduate matriculation.

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

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

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

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

**Data Sources:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Application numbers and the application process will be monitored by the Graduate School, International Programs, and LCOBA.**

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

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

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A NEW COURSE

NOV 17 2015

Valdosta State University

OFFICE OF THE REGISTRAR

VALDOSTA STATE UNIVERSITY

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

Department Initiating Request:

Music

Faculty Member Requesting:

Steven Taylor

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

PERS 2240

Proposed New Course Title:

Shape-note Singing and The Sacred Harp

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Shape-note Singing

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

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

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: To provide students with a richer understanding of the history and culture of shape-note singing and The Sacred Harp in our region.

Source of Data to Support Suggested Change:


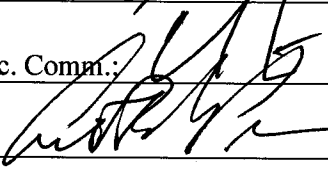
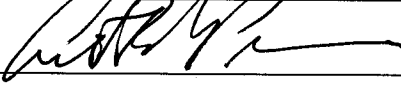
- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student surveys administered in MUSC 1100 Music Appreciation indicate an interest in this subject.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

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

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

Form last updated: January 6, 2010

## NEW PERSPECTIVES COURSE REQUEST

1. Perspectives Category: *Tradition and Change*

2. Perspectives Area (1-7): 2

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

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

Primary Developer: *Steven Taylor, Music*

Secondary Developer: *John Crowley, History*

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

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

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

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

Students will be able to:

*Sight sing simple music written in shape notation.*

*Lead singing in traditional shape-note style.*

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

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

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

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

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

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



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

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

*At least one paper on a major topic.*

*Regular written assessments on all topics covered.*

*Oral examination and performance testing.*

8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one?

*An entry assessment to determine students' abilities could be compared with later examinations in order to track progress, especially for the singing portion of the course. This can also be done for all topics to provide data on students' progress toward the goals of the course.*

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

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

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

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

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

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

*The singing school movement from England to 19th century America*

*Community singing in rural and frontier America*

*The Great Awakening and shape-note music*

*The shape-note musical systems*