

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 14, 2019**

2:30 p.m.

**Cypress Room
University Center**

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

ACADEMIC COMMITTEE

AGENDA

January 14, 2019

1. Minutes of the November 12, 2018 meeting. (pages 1-3) were approved by email November 26th.
2. **COLLEGE OF BUSINESS**
 - a. Revised prerequisites and course description for ACCT 3250 (pages 4-5)
 - b. Revised prerequisites ACCT 3100 (pages 6-7)
3. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. New course BIOL 2950 (pages 8-10)
 - b. New minor Applied Statistics (pages 11-12)
 - c. New degree proposal AS in Engineering Studies (pages 13-54)
4. **COLLEGE OF THE ARTS**
 - a. Revised hours MUE 7400 (pages 55-56)
 - b. New course MUSC 5800 (pages 57-63)
 - c. Revised degree requirements for the BFA in Interior Design (pages 64-69)
 - d. New course ARID 3370 (pages 70-80)
 - e. New course ARID 4340 (pages 81-94)
 - f. Deactivation of ARID 4310 (pages 95-96)
5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised requirements for the BSED in Special Education – Deaf/Hard-of-Hearing (pages 97-100)
 - b. Revised requirements for the BSED in American Sign Language/English Interpreting (pages 101-104)
 - c. New course DEAF 3130 (pages 104-115)
 - d. Revised curriculum for the MLIS – Cataloging and Classification Track (pages 116-117)
 - e. Revised prerequisites MLIS 7360 (pages 118-120)
 - f. Revised course description and title MLIS 7310 (pages 121-123)
 - g. Revised course description and title MLIS 7330 (pages 124-126)
 - h. Revised course description and title MLIS 7355 (pages 127-129)
 - i. New track for the BSED in Workforce Education and Development – Technical Leadership (pages 130-134)
 - j. Revised catalog copy for the BSED in Workforce Education and Development (pages 135-138)
 - k. New course ACED 2800 (pages 139-145)
 - l. Revised course title ACED 3800 (pages 146-147)
 - m. Revised course title ACED 4050 (pages 148-149)
 - n. Revised course title ACED 4820 (pages 150-151)
 - o. Revised course title and description ACED 4830 (pages 152-153)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 12, 2018

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, November 12, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Kwanza Thomas, Ms. Catherine Bowers, Dr. Bobbie Ticknor, Dr. Gary Futrell, Dr. Diane Wright, Mr. Joe Mason, Dr. Nicole Cox, Dr. Eric Chambers, Dr. Ray Elson, Dr. Ellis Heath, Dr. Eugene Asola, Dr. Colette Drouillard, Ms. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Corey Anderson, Mr. Craig Hawkins, Mr. Brian Nelson, Dr. Fred Knowles, Dr. Ben Wescoatt, Ms. Sarah Fretti, and Mr. Russ Hoff.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mike Savoie, Dr. Nanci Scheetz, Dr. Robert Gannon, Dr. Doug Farwell, and Dr. Shawn Ault.

The Minutes of the October 15, 2018 meeting were approved by email on October 23rd. (pages 1-4).

A. Graduate School

1. Revised Graduate School application process was approved effective Fall Semester 2019. (pages 5-7).

B. College of the Arts

1. New course, Music (MUSC) 3800, "Musical Union", (MUSICAL UNION – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2019 with the description changed to read – Participating in a choral ... all students. Ensemble open to community... . (pages 8-9).

C. College of Education and Human Services

1. Revised degree requirements for the BSED in Special Education – Deaf/Hard-of-Hearing was TABLED. (pages 10-13).
2. Revised degree requirements for the BSED in American Sign Language/English Interpreting was TABLED. (pages 14-17).
3. New course, Amer Sign Lang Studies (ASLS) 3210, "American Sign Language V", (AMERICAN SIGN LANGUAGE V – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2019. (pages 18-31).
4. New course, Amer Sign Lang Studies (ASLS) 3220, "American Sign Language VI", (AMERICAN SIGN LANGUAGE VI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2019. (pages 32-45).

D. College of Science and Mathematics

1. New course, Biology (BIOL) 4560, "Quantum Biology", (QUANTUM BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019 with the description changed to read ...instructor. A study of the role of quantum... . (pages 46-47).
2. New course, Biology (BIOL) 6560, "Quantum Biology", (QUANTUM BIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019 with the description changed to read ...instructor. A study of the role of quantum... . (pages 48-53).
3. Revised course number, Mathematics (MATH) 1401, "Elementary Statistics", (ELEMNTARY STATISTICS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2019. (pages 54-55). Deactivation of MATH 2620.
4. New course, Mathematics (MATH) 3700, "Statistical Computing", (STATISTICAL COMPUTING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019 with the description changed

to – Prerequisites: MATH 2261 and MATH 3600 or permission of instructor. A study of the basic tools for statistical computing. Topics include generating random variates; Monte Carlo integration; Monte Carlo methods for estimation and hypothesis tests; Bootstrap confidence interval; numerical methods for root-finding, integration, optimization; regression; and other modern topics. (pages 56-59).

5. Revised prerequisites, Mathematics (MATH) 4901, “Operations Research I”, (OPERATIONS RESEARCH I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 60-61).

E. Honors College

1. Revised course description, Honors (HONS) 1990, “Honors Introductory Seminar”, (HONORS INTRODUCTORY SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2019. (pages 62-64).
2. Revised course description, Honors (HONS) 2010, “Honors Colloquium”, (HONORS COLLOQUIUM – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2019. (pages 65-66).
3. Revised course grading mode, Honors (HONS) 4990, “Honors Senior Portfolio”, (HONORS SENIOR PORTFOLIO – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2019. (pages 67-69).
4. Revised requirements for the certificate in University Honors was approved effective Fall Semester 2019. (pages 70-72).

F. College of Humanities and Social Sciences

1. Revised catalogue copy for the MAT in English was approved effective Fall Semester 2019. (pages 73-81).
2. Revised catalogue copy for the MA in English Studies Lang Art Tchrs was approved effective Fall Semester 2019. (pages 82-93).
3. Revised application deadlines for the MA in English was approved effective Fall Semester 2019 with the effective date changed from Spring 2018 to Fall 2019. (pages 94-96).
4. Revised course title and description, English (ENGL) 7005, “Research Methods in English Studies for Language Arts Teachers”, (RSCH MTHD ENG STD LANG TCHRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 97-99).
5. Revised course description, English (ENGL) 7100, “British Literature for Language Arts Teachers”, (BRITISH LIT FOR TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 100-102).
6. Revised course description, English (ENGL) 7200, “American Literature for Language Arts Teachers”, (AMERICAN LIT FOR TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 103-105).
7. Revised course description, English (ENGL) 7400, “Multicultural Literature for Language Arts Teachers”, (MULTICULTURAL LITERATURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 106-108).
8. Revised course title, English (ENGL) 7710, “English Language Change Past and Present for Language Arts Teachers”, (ENG LANG CHNG PAST/PRES LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 109-111).
9. Revised course title, English (ENGL) 8100, “Special Topics in British Literature for Language Arts Teachers”, (SPEC TOPIC BRIT LIT FOR LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 112-114).
10. Revised course title, English (ENGL) 8200, “Special Topics in American Literature for Language Arts Teachers”, (SPEC TOPIC AMERICAN LIT LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 115-116).

117).

11. Revised course title, English (ENGL) 8400, "Special Topics in Creative Writing for Language Arts Teachers", (SPEC TOPIC CREATIVE WRITING LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 118-120).
12. Revised course title, English (ENGL) 8610, "History of Rhetorical Theory for Language Arts Teachers", (HISTORY RHETORICAL THEORY LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 121-123).
13. Revised course title, English (ENGL) 8710, "Language in School, Community, and Society for Language Arts Teachers", (LNG SCH COM SOC LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 124-126).
14. Revised course title, English (ENGL) 8720, "The Study of English Language Learners for Language Arts Teachers and Other Professionals", (ENG LNG LRNS LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Fall 2018 to Spring 2019. (pages 127-129).
15. Revised course title and description, English (ENGL) 8300, "Revision and Editing for Professionals", (REVISION EDITING FOR PROFESSIONALS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Summer 2018 to Spring 2019. (pages 130-132).
16. New course, English (ENGL) 8310, "Seminar in Special Topics", (SEMINAR IN SPECIAL TOPICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the effective date changed from Summer 2018 to Spring 2019. (pages 133-140).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/3/2018

**Course/curriculum revisions originate 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:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: ACCT 3250

Course Prefix and Number:

Course Title: Forensic Accounting

Course Title:

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: FIN 3350

Pre-requisites: ACCT 3100

CURRENT Course Description:

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

Introduction, examination, and practical applications of forensic techniques in accounting. Topics include fraud detection, business valuations, income and asset valuations in divorce proceedings, expert witness rules (post Daubert), cross examination, rules of evidence and procedure

Introduction, examination, and practical applications of forensic techniques in accounting. Topics include fraud detection, income reconstruction, legal issues, expert witness rules, cross examination, rules of evidence and procedure, and data security.

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

2019

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

FIN 3350 is not necessary for the successful completion of ACCT 3250. ACCT 3100 (Introduction to Fraud Examination) introduces basic principles of fraud, which is necessary for successful completion of ACCT 3250. ACCT 3250 was recently re-activated. It originally contained FIN 3350 as the existing pre-req. Since ACCT 3250 has subsequently changed since prior use, FIN 3350 is no longer necessary.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Assignments and project.



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ronald Sturden		10/24/18
College/Division Executive Committee	SANJAY GUPTA		10/24/18
Dean/Director	L WAYNE PLUMLY		10/24/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

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

College:	College of Business Administration	Department(s):	Finance
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/3/2018

*Course/curriculum revisions originate 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:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: ACCT 3100

Course Prefix and Number:

Course Title: Introduction to Fraud Examination

Course Title:

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: ACCT 2101 / pre- or co- ACCT 2102

Pre-requisites: ACCT 2101

CURRENT Course Description:

Investigation, and detection of fraud. Topics covered include, but are not limited to, types of fraud, asset misappropriations, financial statement misstatements, consumer fraud, fraud against organizations, and internal controls. Students identify fraud prevention, detection, and investigation techniques.

NEW Course Description: (hover over for instructions)

Investigation, and detection of fraud. Topics covered include, but are not limited to, types of fraud, asset misappropriations, financial statement misstatements, consumer fraud, fraud against organizations, and internal controls. Students identify fraud prevention, detection, and investigation techniques.

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

2019

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

ACCT 2102 is not necessary for successful completion of ACCT 3100. Only financial accounting principles (ACCT 2101) is related to the material for ACCT 3100.

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 –

Assignments and project




Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Ronald Stender	[Signature]	10/24/18
College/Division Executive Committee	SANTAY GUPTA	[Signature]	10/24/18
Dean/Director	L. WAYNE PLUMIX	[Signature]	10/24/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 09/20/2018	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of Science and Mathematics		Dept. Initiating Request: Biology	
Requestor's Name: Cristina Calestani		Requestor's Role: Faculty	
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		BIOL	NEW Course Number: <i>(Consult #s in the catalog)</i>
Proposed NEW Course Title:		Directed Research	
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Directed Research	
Prerequisite(s):			
Lecture Hours:		Lab/Contact Hours:	Credit Hours: 1-4
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
Supervised research on a specific biological question and preparation of a final report agreed upon by student and instructor. A maximum of 12 credit hours may be taken, and they can only be applied toward the general elective requirements for biology majors.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019 <i>Every Semester</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
This course will improve the Department of Biology learning outcome 1 and, depending on the research subject, learning outcomes 2, 3, 4 or 5 or a combination of them. This course will encourage students to get involved in research, possibly early in their University experience. Undergraduate research provides the opportunity to apply the fundamental knowledge learned in class, improve critical thinking skills, and ultimately increases our students' competitiveness in the job market and in professional school applications. Actively participating in a research study might also improve student retention.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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

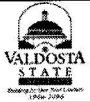
- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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	Robert Gannon	[Signature]	11-5-18
College/Division Executive Committee	James LaPlant	[Signature]	11-6-18
Dean/Director	James LaPlant	[Signature]	11-6-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of
Submission:

09/20/2018

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

College: College of Science and Mathematics

Dept. Initiating
Request: Biology

Requestor's Name: Cristina Calestani

Requestor's
Role: Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

BIOL

NEW Course Number:
(Consult #s in the catalog)

2950

Proposed NEW Course Title: Directed Research

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Directed Research

Prerequisite(s):

Lecture Hours:

Lab/Contact Hours:

Credit Hours: 1-4

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

Supervised research on a specific biological question and preparation of a final report agreed upon by student and instructor. A maximum of 12 credit hours may be taken, and they can only be applied toward the general elective requirements for biology majors.

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

2019

Every Semester

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

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

This course will improve the Department of Biology learning outcome 1 and, depending on the research subject, learning outcomes 2, 3, 4 or 5 or a combination of them. This course will encourage students to get involved in research, possibly early in their University experience. Undergraduate research provides the opportunity to apply the fundamental knowledge learned in class, improve critical thinking skills, and ultimately increases our students' competitiveness in the job market and in professional school applications. Actively participating in a research study might also improve student retention.

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

Example

Directed Research in Biology

BIOL 2950

SP SU FA Semester of 2019 Year

Formal Title of Project:

Title for Transcript (must be 30 characters or less including spaces):

M	U	S	S	E	L		R	E	P	R	O	D	U	C	T	I	V	E		B	I	O	L	O	G	Y			
---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	--	--	--

CRN _____ Credit Hours: 1 2 3 4

To be used when variable hours are assigned to the course.

Descriptive Narrative--use the back of this form or attach additional sheets if necessary.

The student will test the effects of environmental stressors on mussels' gametogenesis. The work will include maintenance of mussels in aquarium tanks to run controlled experiments, gonadal tissue analysis by microscopy and histology. The student will compile and analyze the data.

Specific Requirements--resultant product of the work performed during the study period.

Paper

Presentation

Publication

Other _____

Estimated Time Table The student will work in the lab doing experiments from August to October 31 (excluding holidays). A draft of the research paper will be due one week before mid-term. The month of November will be dedicated to the writing of the paper. The final version of the research paper will be due on November 25, 2019.

Estimated Hours Per Week 6

Student _____

Date _____

Student ID# _____

Faculty Director _____

Date _____

Biology Head _____

Date _____



Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

10/5/2018

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Mathematics
Requestor's Name:	Dr. Andreas Lazari	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	Applied Statistics Minor		
Current Catalog URL:			

Present Requirements:

Proposed Requirements: [\(hover over for instructions\)](#)

RECEIVED
NOV 16 2018
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Required:

[MATH 2261 – Calculus I \(4 credit hours\)](#)

[MATH 2262 – Calculus II \(4 credit hours\)](#)

[MATH 3600 – Probability and Statistics \(3 credit hours\)](#)

[MATH 3700 – Statistical Computing \(3 credit hours\)](#)

[*Select at least one of the following:](#)

[MATH 4621 - Mathematical Statistics \(3 credit hours\)](#)

[MATH 4901 - Operations Research \(3 credit hours\)](#)

[MATH 4910 - Mathematical Models \(3 credit hours\)](#)

[Total Hours 17 hours](#)

[All courses for the minor must be completed with a grade of "C" or better.](#)

[*If Math 2261 and/or Math 2262 are used to satisfy Core Areas A or D, then at least two courses from MATH 4621, MATH 4901, and MATH 4910 must be completed.](#)

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	Dr. Shaun Ault		11/1/18
College/Division Executive Committee	James T. LaPlant		11-15-18
Dean/Director	James T. LaPlant		11-15-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

ONE-STEP ACADEMIC PROGRAM PROPOSAL

RECEIVED

Institution: Valdosta State University

JAN - 3 2018

Date Completed at the Institution:

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Name of Proposed Program/Inscription: Associate of Science with a major in Engineering Studies

Degree: Associate of Science

Major: Engineering Studies

CIP Code: Engineering Science 14.1301

A program with a general focus on the general application of various combinations of mathematical and scientific principles to the analysis and evaluation of engineering problems, including applied research in human behavior, statistics, biology, chemistry, the earth and planetary sciences, atmospheric and meteorology, and computer applications.

Engineering General 14.0101

A program that generally prepares individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works, and commerce. Includes instruction in undifferentiated and individualized programs in engineering.

Anticipated Implementation Date: Fall 2019

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: College of Science and Mathematics

Department: Physics, Astronomy and Geosciences

Departmental Contact: Edward Chatelain, Department Head

Approval by President or Vice President for Academic Affairs:

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Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

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1) **Rationale:** Provide the rationale for proposing the new academic program.

VSU currently has an engineering transfer program (called Engineering Studies Program) and participates in the Regents' Engineering Pathway (REP) Program annually. In the past few years, approximately 30-40 students have completed our program and received transfer admission to Georgia Tech or other educational institutions in or out of the state of Georgia that offer a B.S. degree in engineering. Based on statistics received from Georgia Tech, approximately 93% of the VSU engineering students that have transferred to Georgia Tech completed their B.S. degree in engineering successfully.

VSU will continue to help students achieve their bachelor's degree, but we would like the opportunity to award students a credential from VSU as well. An Associate of Science (A.S.) degree in Engineering or Engineering Studies is available in only a few colleges and universities that have REP Programs in the state of Georgia (i.e., Gordon State College, Columbus State University) and many other colleges and universities nationwide (e.g., Florida State College, City College of San Francisco).

All of the courses, space, and faculty needed for the A.S. in Engineering are in place so that the development of this degree program is cost neutral. However, the addition of this degree will fulfill several important objectives:

- The development of an A.S. degree in Engineering Studies will increase the visibility of the REP Program within the university, enabling students interested in engineering to locate the appropriate program. This degree will give the program a sense of identity that could lead to increased retention and program growth.
- This degree could also provide students with other possible career options, enabling them to use it for employment in computer-aided design (CAD) and other engineering-related areas.
- By formalizing the current Engineering Studies Program into an A.S. Degree, we will be able to accurately track enrollment data of the number of students in Physics and Engineering. Because students must declare a major in a field in which they can earn a degree, students are currently required to declare Physics as a major, which over-estimates the number of Physics majors and makes it more difficult to track the number of students who are interested in pursuing a career in Engineering.
- The creation of an A.S. degree in Engineering Studies will also enable us to more accurately assess the success rate of our students. Currently, our students who complete our Pre-Engineering Program (called Engineering Studies Program) at VSU and transfer to Engineering Programs at other universities (e.g., Georgia Tech, UGA, Georgia Southern) to finish their B.S. in Engineering are counted in our statistics as non-degree completing students, even though these students are successful at VSU; the creation of an A.S. degree will make it possible to count them towards our degree completion rates. Furthermore, some students may decide to pursue career opportunities and enter the workforce upon earning an A.S. degree rather than pursuing a B.S. in Engineering.

2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

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While an A.S. degree is not typical of a comprehensive university, this proposed program will allow our current students to earn a credential during their residency at VSU that will allow them successfully to transfer to engineering programs as they have done for a number of years. Additionally, this credential may also be of use regionally. VSU has a strong regional mission to provide resources and support to improve economic and community development, and Goal #3 of our newly released Strategic Plan¹ states that we “will increase community and regional impact through leading development in and serving as a resource for industry, health care, arts, education, athletics, and other changing economic regional needs that support the growth of South Georgia and the communities our students will serve.” There are several large engineering manufacturing industries in the Lowndes County (e.g., Packaging Corporation of America, SAFT Batteries, Metal Benderz, American Drill Bushing) that are always in need of hiring engineering technicians with skills in state-of-the-art drafting, CAD, mechanics, electronics as well as other hands-on technical experiences that students can gain in their engineering labs and undergraduate research courses during their freshman and sophomore years at VSU. Producing graduates with an A.S. degree in Engineering Studies is consistent with the VSU’s Strategic Plan that emphasizes increasing the number of graduates, which is also expected to positively impact the economic growth of our region.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The curriculum of this A.S. in Engineering Studies is designed to provide students with a 2-year degree on their college path towards earning a 4-year degree in engineering at another institution. An A.S. degree will serve as a milestone for their progress in engineering and make it more flexible so students can choose whether to proceed to another institution to further their education and earn a B.S. in engineering, or find employment in an engineering industry without spending additional semesters at VSU or other institutions.

The courses that are offered as part of the A.S. in Engineering Studies program of study provide a strong foundation in physics, engineering, chemistry, biology, mathematics, computer sciences, humanities and social sciences that prepare our students to transfer to a 4-year institution. For examples of projects that engage our students see Appendix A. Based on our thirty-year track record and the feedback from Georgia Tech and other engineering schools in the state, the VSU engineering transfer program is one of the most successful transfer programs in the state of Georgia. The required curriculum at VSU prepares students to continue their studies in areas such as aerospace engineering, civil engineering, computer engineering, electrical engineering, industrial engineering, and mechanical engineering, or students can transfer their course work to alternative fields such as biomedical engineering, chemical engineering, environmental engineering, and materials science and engineering. VSU also provides students the opportunities to gain work-related experience through VSU’s Co-op Program.

¹ <https://www.valdosta.edu/strategicplan/goals.php>

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- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

As previously mentioned, the proposed program of study for the A.S. in Engineering Studies with respect to space, faculty and courses, is currently in place so the creation of the program is a formality and is cost neutral. However, the development of the A.S. degree in Engineering Studies will provide a clear pathway to earn a meaningful credential for employment as well as improve retention and provide name recognition to the program for further growth. During the past fifteen years we have added a directed study undergraduate research course in engineering (ENGR 4950) through which many of our engineering students have applied experiential and project-based learning related to experimental and computational methods in engineering in collaboration with local industries. Because of these courses, the local industries have shown interest in hiring our students for part-time or even full-time summer jobs to assist them in technical drawing, drafting, and other tasks related to engineering design technologies. Development of an A.S. in Engineering Studies will allow for more collaboration between VSU and the local engineering industries and will make it possible to have more experiential learning opportunities for our engineering students that is consistent with the VSU Strategic plan.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Having an adequate supply of engineering technicians is important for daily operation of engineering manufacturing companies located in the Lowndes County area. As the attached letters (Appendix B) from three local engineering industries in the Lowndes County show, they support development of such a program. There are many other engineering industries and state agencies in South Georgia that will benefit from hiring engineering technicians who have earned A.S. degrees in Engineering Studies from VSU. In 2002, the VSU engineering transfer program had an enrollment of approximately 50 students and by 2016, the student enrollment was approximately 200. This increase in enrollment corresponds to approximately an annual average growth rate of 10%. However, because of the challenges associated with the upper-level calculus and physics courses, and due to the fact that our students do not have an option to earn an A.S. degree, many freshman and sophomore engineering students change their majors to other fields such as business that do not require upper-level math courses (e.g., linear algebra, differential equations). Considering that the curriculum of the A.S. in Engineering Studies does not require calculus III or other upper-level mathematics courses, we anticipate that a large percentage of these students will choose to stay in

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Engineering Studies to receive their A.S. degree. Therefore, we anticipate that the minimum student enrollment at sophomore level will be approximately 100 students, and the majority of them will successfully complete their A.S. degree in Engineering Studies.

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

Within the University System of Georgia, Savannah State University, Columbus State University, Gordon State College, Clayton State University, Atlanta Metro State College, Georgia State University-Perimeter College, University of North Georgia, Georgia Highlands College and Dalton State College participate in the REPP offering A.S. in Engineering degrees. However, these colleges and universities are primarily concentrated in the northern region of Georgia with no colleges and universities south of Savannah offering an A.S. in Engineering Studies degree. Furthermore, in North Florida, no state colleges and universities were identified that have programs that lead to the A.S. in Engineering, although North Florida Community College, Tallahassee Community College, Pensacola State College and Northwest Florida State College do have programs that lead to an A.S. in Engineering Technology. The proposed program at VSU, a regional institution, would fill the void and create opportunities for students in South Georgia and North Florida who want to pursue degrees (i.e., B.S.) in engineering. The creation of the A.S. in Engineering Studies will help put VSU in the position of helping to educate a workforce in the South Georgia and North Florida areas.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes ___ or No ☒ (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

- 8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

The A.S. in Engineering Studies was listed as VSU's highest priority in the 2018-2019 USG Academic Forecast which was submitted in August 2018.

- 9) **Admission Criteria:** List the admission criteria for the academic program.

a) Include all required minima scores on standardized tests.

ACT: 19 Composite AND 17 English subscore AND 17 Math subscore

New SAT (taken on or after March 2016): 980 Total Score on 1600 Scale AND 24 SAT Reading Test Score AND 22 Math Test Score

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Old SAT (taken before March 2016): 900 (Critical Reading + Math Scores) AND Critical Reading Score of 430 AND Math Score of 400

- b) Include the required grade point average requirement.

Freshman Index (FI) requirement= 2040

Calculated by:

$$FI = 500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$$

OR

$FI = 500 \times (\text{HSGPA}) + \text{SAT Verbal/Critical Reading} + \text{SAT Math}$ (For SAT tests taken March 2016 or after, a conversion process occurs to convert scores to be calculated for the Freshmen Index.)

10) Curriculum (See the form below this series of questions and please complete.)

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.

See table below; no new courses are required.

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word "new" beside new courses.

Below are two sample programs of study. The first program of study is for students who complete MATH 1113 prior to starting MATH 2261; the second program of study is for students who enroll in MATH 2261 during their first semester. All courses are existing and currently being taught on rotation.

Sample Program of Study with MATH 1113 (60 hours)

Fall (Total 15 hours)

- MATH 1113 (3 hours; Area A)
- ENGR 2010 (3 hours; Area F)
- ENGL1101 (3 hours; Area A)
- POLS 1101 (3 hours; Area E)
- COMM 1110 (3 hours; Area C)

Spring (Total 15 hours)

- MATH 2261 (4 hours; Area D2a with extra hour in Area F)
- ENGL 1102 (3 hours; Area A)
- ENGR 2500 (3 hours; Area F)
- HIST 2111 or 2112 (3 hours; Area E)
- PERS (2 hours; Area B)

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Fall (Total 14 hours)

- MATH 2262 (4 hours; Area F)
- PHYS 2211K (4 hours; Area D2a)
- ENGL 2111, 2112 or 2113 (3 hours; Area C)
- ECON 2105 (3 hours; Area E)

Spring (Total 16 hours)

- PHYS 2212K (4 hours; Area D2a)
- SOCI 1101 (3 hours; Area E)
- CHEM 1211 and CHEM 1211L, or BIOL 1107K (4 hours; Area F)
- ENGR 2320, ENGR 2310, or ENGR 2200 (3 hours; Area F)
- PERS (2 hours; Area B)

Sample Program of Study with MATH 2261 (60 hours)

Fall (Total 16 hours)

- MATH 2261 (4 hours Area A with extra hour counting in Area F)
- ENGR 2010 (3 hours; Area F)
- ENGL1101 (3 hours; Area A)
- POLS 1101 (3 hours; Area E)
- COMM 1110 (3 hours; Area C)

Spring (Total 16 hours)

- PHYS 2211K (4 hours; Area D2a)
- ENGL 1102 (3 hours; Area A)
- ENGR 2500 (3 hours; Area F)
- HIST 2111 or 2112 (3 hours; Area E)
- CS 1340 (3 hours; Area F)

Fall (Total 15 hours)

- MATH 2262 (4 hours; Area D2a with extra hour in Area F)
- ENGL 2111, 2112 or 2113 (3 hours; Area C)
- ECON 2105 (3 hours; Area E)
- ENGR 2320 or ENGR 2200 (3 hours; Area F)
- PERS (2 hours; Area B)

Spring (Total 13 hours)

- PHYS 2212K (4 hours; Area D2a)
- SOCI 1101 (3 hours; Area E)
- CHEM 1211 and CHEM 1211L, or BIOL 1107K (4 hours; Area F)
- PERS (2 hours; Area B)

c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

- ENGL 1102: Prerequisite: Grade of "C" or better in ENGL 1102 or ENGL 1101H.
- ENGL 2111/2112/2113: Prerequisite: Grade of "C" or better in ENGL 1102 or ENGL 1102H.
- MATH 1113: Prerequisite: MATH 1112 with a grade of "C" or better, or by university placement policy

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- MATH 2261: Prerequisite: MATH 112 or MATH 1113 with a grade of "C" or higher, or by university placement policy.
- MATH 2262: Prerequisite: MATH 2261 with a grade of "C" or higher.
- CHEM 1211: Prerequisite: A mathematics SAT score of 540 or higher, a mathematics ACT score of 23 or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200 with a grade of "C" or higher. Prerequisite or corequisite: MATH 1111, MATH 1112, or MATH 1113. Corequisite: CHEM 1211L.
- CHEM 1211L: Prerequisites or corequisites: MATH 1111 or MATH 1113, and CHEM 1211.
- CHEM 1212: Prerequisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212L.
- CHEM 1212L: Prerequisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212.
- PHYS 2211K: Co- or prerequisite: MATH 2261.
- PHYS 2212K: Prerequisite: PHYS 2211K with a grade of C or better. Co- or prerequisite: MATH 2262.
- CS 1301: Prerequisite: MATH 1101 or MATH 111 or MATH 1112 or MATH 1113 or MATH 1261 or MATH 1262 or MATH 2261 or MATH 2262, with a grade of "C" or better.
- CS 1340: Pre-requisite or corequisite: MATH 2261
- ENGR 2200*: Prerequisite: PHYS 2211. Prerequisite or corequisite: MATH 2263.
- ENGR 2310*: Prerequisites: CS 1301 and MATH 2262.
- ENGR 2320*: Prerequisites: CS 1301 and MATH 2262.

*The engineering studies program is currently making appropriate changes to the catalog and will put "or with permission from the instructor" for the pre- or corequisites of these courses.

- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

60 hours

Program of Study Form

(Modify appropriately for undergraduate versus graduate programs.)

Courses (list acronym, number, and title) <i>Note: Students accepted into the Honors College have the option of enrolling in the Honors Option for courses</i>	Semester	Hours
Area A 1: Communication Skills (6 hours)		
- ENGL 1101: Composition I	1	3
- ENGL 1102: Composition II	2	3
Area A 2: Quantitative Skills (3 hours)		
	1	3 or 4

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<ul style="list-style-type: none"> - MATH 1113: Pre-Calculus (3 hours) or MATH 2261*: Analytic Geometry and Calculus I * (1 hour counts in Area F) 		
Area B: Institutional Options (4 hours) <ul style="list-style-type: none"> - Two different 2 hour courses required, each from a different Perspectives area 		4
Area C: Humanities, Fine Arts, and Ethics (6 hours)		
Select 1 (3 hours) <ul style="list-style-type: none"> - ENGL 2111: World Literature I - ENGL 2112: World Literature II - ENGL 2113: World Literature III 	3	3
Select 1 (3 hours) <ul style="list-style-type: none"> - ARTS 1100: Introduction to Visual Art - COMM 1100: Human Communication - COMM 1110: Public Speaking - DANC 1500: Introduction to Dance - MUSC 1100: Music Appreciation - MUSC 1120: Music Appreciation: American Popular Music - MUSC 1130: Music Appreciation: Jazz - MDIA 2000: Introduction to Mass Media - THEA 1100: Theatre Appreciation - PHIL 2010: Fundamentals of Philosophy - PHIL 2020: Principles of Logic and Argumentation - REL 2020: World Religions - ENGL 2111: World Literature I - ENGL 2112: World Literature II - ENGL 2113: World Literature III - ARAB 1001: Beginning Arabic I - ARAB 1002: Beginning Arabic II - ARAB 2001: Intermediate Arabic I - ARAB 2002: Intermediate Arabic II - FREN 1001: Beginning French I - FREN 1002: Beginning French II - FREN 2001: Intermediate French I - FREN 2002: Intermediate French II - LATN 1001: Beginning Latin I - LATN 1002: Beginning Latin II - LATN 2001: Intermediate Latin I - LATN 2002: Intermediate Latin II - RUSS 1001: Beginning Russian I - RUSS 1002: Beginning Russian II - RUSS 2001: Intermediate Russian I - RUSS 2002: Intermediate Russian II - JAPN 1001: Beginning Japanese I - JAPN 1002: Beginning Japanese II 	1	3

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<ul style="list-style-type: none"> - JAPN 2001: Intermediate Japanese I - JAPN 2002: Intermediate Japanese II - SPAN 1001: Beginning Spanish I - SPAN 1002: Beginning Spanish II - SPAN 2001: Intermediate Spanish I - SPAN 2002: Intermediate Spanish II 		
Area D: Natural Sciences, Mathematics, and Technology (11 hours) Select 1 (3 hours; the extra hour will count in Area F) <ul style="list-style-type: none"> - MATH 2261*: Analytic Geometry and Calculus I (4 hours) - MATH 2262**: Analytic Geometry and Calculus II (4 hours) <p>*As shown in the sample program of study, students taking MATH 1113 in area A will take MATH 2261 in Area D2a. **As shown in the sample program of study, students taking MATH 2261 in area A will take MATH 2262 in area D2a.</p> <ul style="list-style-type: none"> - PHYS 2211K: Principles of Physics I (4 hours) - PHYS 2212K: Principles of Physics II (4 hours) 	2 or 3 2 or 3 4	4 4 4
Area E: Social Sciences (12 Hours) <ul style="list-style-type: none"> - POLS 1101: American Government (Required) Select 1 (3 hours) <ul style="list-style-type: none"> - HIST 2111: United States History to 1865 (3 hours) - HIST 2112: United States History Since 1865 (3 hours) Select 2 (6 hours) <ul style="list-style-type: none"> - AFAM/WGST 2020: Race, Class, and Gender (3 hours) - ANTH 1102: Introduction to Anthropology (3 hours) - ECON 2105: Principles of Macroeconomics (3 hours) - GEOG 1100: Introduction to Geography (3 hours) - GEOG 1101: Introduction to Human Geography (3 hours) - GEOG 1102: World Regional Geography (3 hours) - GEOG 1103: Geographic Perspectives on Multiculturalism in the US (3 hours) - HIST 1011: History of Civilization I (3 hours) - HIST 1012: History of Civilization II (3 hours) - HIST 1013: History of Civilization III (3 hours) - POLS 2101: Introduction to Political Science (3 hours) - POLS 2401: Introduction to Global Issues (3 hours) - PSYC 1101: Introduction to General Psychology (3 hours) - SOCI 1101: Introduction to Sociology (3 hours) - SOCI 1160: Introduction to Social Problems (3 hours) 	1 2 3 & 4	3 3 6
Area F: (18 hours) <ul style="list-style-type: none"> - Credit Transfer from Area A and/or Area D from Calculus I and/or Calculus II (1-2 hours). 		

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<ul style="list-style-type: none"> - MATH 2262*: Analytic Geometry and Calculus II (4 hours) 	3	4
<p>*As shown in the sample program of study, students taking MATH 1113 in area A will take MATH 2261 in Area D2a.</p>		
<p>Select one if students took MATH 2261 in Area A:</p> <ul style="list-style-type: none"> - CS 1340: Computing for Scientists (3 hours) - CS 1301: Principles of Programming I (4 hours; 1 hour can count in Area B) 	2	3 or 4
<p>Select 1 Lecture and Lab</p> <ul style="list-style-type: none"> - CHEM 1211 and 1211L: Principles of Chemistry I (4 hours) - BIOL 1107K: Principles of Biology I (4 hours) 	4	4
<p>Select at least three courses (at least 9 hours)</p> <ul style="list-style-type: none"> - ENGR 2010: Introduction to Engineering (3 hours) - ENGR 2500: Engineering Graphics for Design (3 hours) - ENGR 2200: Engineering Statics (3 hours) - ENGR 2310: Introduction to Signal Processing (4 hours) - ENGR 2320: Introduction to Computer Engineering (3 hours) 	1 2 3 or 4	3 3 3
Major Area Courses – Common Curriculum		
Concentration		
Electives		
Total Semester Credit Hours		60
List below health and physical education, basic health, orientation, etc. per Board Policy 3.8.1		

Note that if a student completes MATH 1113 in Area A2 the student will need to take MATH 2261 in Area D2a and MATH 2262 in Area F. If a student completes MATH 2261 in Area A2 the student can complete MATH 2262 in area D2a.

- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

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Not applicable

- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

Not applicable

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

Not Applicable

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

Not applicable

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Students who graduate from VSU with an A.S. in Engineering Studies will be able to:

- 1) demonstrate understanding of fundamental sciences through application to problem solving and experimental laboratory analysis;
- 2) demonstrate understanding of mathematics through application to mathematical analysis and problem solving;
- 3) apply scientific and mathematical principles to solve engineering problems; and
- 4) demonstrate the effective use of computers through application packages, programming, scientific calculations, and graphical applications.

- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The VSU courses were developed so that the content is similar to that in classes at other institutions, and the credits are accepted by the transfer institution. The knowledge gained by students in this program was purposefully developed to prepare VSU students to transfer to other B.S. degree-granting institutions (e.g. Georgia Tech, UGA).

Assessment of VSU's A.S. in Engineering program will include comparison of our course content with that of other institutions to ensure that content in VSU courses is aligned with content at B.S. degree-granting institutions. The success of our students will also be tracked by monitoring completion of B.S. in Engineering degrees, completion of other degree programs at VSU, and employment in the field. To monitor the progress of students who transfer to other Engineering Programs, records of the final grades, degree

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conferred, and any honors received will be obtained and examined to determine the effectiveness of the program.

- 14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

NA

- 15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

a) Will enrollments be cohort-based? Yes ___ or No X (place an X beside one)

b) Explain the rationale used to determine enrollment projections.

Enrollment projections are conservatively based on the current number of students enrolled in the VSU Engineering Studies Transfer Program.

	First FY 2020	Second FY 2021	Third FY 2022	Fourth FY 2023
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs (from Physics)	30	0	0	0
New to the institution (1 st year students who can now choose Engineering Studies as a major)	35	35	35	35
Returning (continuing)	0	30	30	30
Total Majors	65	65	65	65
Course Sections Satisfying Program Requirements				
Previously existing				
-ENGR 2010 (3 hrs; 75 seats)	3	3	3	3
-ENGR 2200 (3 hrs; 16 seats)	1	1	1	1
-ENGR 2310 (3 hrs; 16 seats)	1	1	1	1
-ENGR 2320 (3 hrs; 16 seats)	1	1	1	1
-ENGR 2500 (3 hrs; 60 seats)	2	2	2	2
New	0	0	0	0
Total Program Course Sections	8	8	8	8
Credit Hours Generated by Those Courses				
Existing enrollments (based on current sections and seats offered)	549	549	549	549
New enrollments	0	0	0	0
Total Credit Hours	549	549	549	549

16) Faculty

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a) Provide the total number of faculty members that will support this program

2

b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Barry Hojjatie (Program Coordinator/Director)	Professor	ENGR 2500, Engineering Graphics (3); ENGR 2200, Engineering Statics (3); ENGR 3210 Engineering Dynamics (3); ENGR 4950, Directed Study in Engineering (2-3, all taught every year or every semester). Also, ENGR 3320, Mechanics of Materials (3); ENGR 2001, Engineering Materials (3); ENGR 4310 Thermodynamics (3, taught some years)	B.S. (Agricultural and Biological Eng'g (Univ. of Ahwaz, Iran). M.S. Mechanical Eng'g (Miss State Univ., USA), Ph.D. Mechanical Eng'g (Univ. of Florida USA)	7-9 contact hours every semester plus coordinating the program and advising and mentoring.	Licensed Professional Engineer (P.E)
Mary Fares	Professor	ENGR 2010, Introduction to Engineering (3); ENGR 2310, Intro to Signal Processing (4); ENGR 2320, Intro to computer Engineering (3); ENGR 3320, Circuit Analysis (3, taught every semester or every year)	B.S., M.S., Ph.D., (Electrical Engineering, Tennessee Technological Univ.).	9-10 contact hours every semester plus advising and mentoring	

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- c) Explain how faculty workloads will be impacted by the proposed new program.

Faculty workload is typically 12 contact hours per semester. The program coordinator will have additional responsibilities related to the assessment, monitoring success, graduation, reporting and other tasks associated with the new degree program. With the formation of the new College Advising Center, 3 hour release time will generally only be given to the coordinator of the program.

- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

No additional faculty are needed to implement the program because all courses are currently being taught by current faculty in the Department of Physics, Astronomy, Geosciences and Engineering Studies. As the program grows part-time (non-tenure track) or full-time (tenure-track) faculty may be needed to teach additional courses (e.g., engineering materials). Because this is an A.S. program, upper level courses will continue to be offered, but these classes are not included in the program of study and enrollment tables above.

Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

Resources that will be used are present in the current budget in the Department of Physics, Astronomy, Geosciences and Engineering Studies. No additional funds are being requested. Program is cost neutral; all classes, faculty, and facilities are already in place and covered by the current budget. There is no reallocation of resources or new sources of funding.

- b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

- c) For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

Currently, the personnel, library resources, equipment, laboratories, etc. are in place; all courses are currently being taught by faculty at VSU in space within Nevins Hall.

- ii. If the program involves reassigning existing faculty and/or staff, include

ONE-STEP ACADEMIC PROGRAM PROPOSAL

the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

The Program coordinator will assume additional responsibilities for managing and directing the program. Faculty are currently in place and are teaching the existing courses; no reassignment is needed.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

No funds are being reallocated; funds are currently in place.

- ii. Explain how the new tuition amounts are calculated.

No new tuition amounts are involved.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

All student fees that are currently being collected will continue to be used to support student activities and infrastructure at VSU as they are currently being used.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

Not applicable

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

Not applicable

e) When Grand Total Revenue is not equal to Grand Total Costs:

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

I. EXPENDITURES	First FY 2020 Dollars	Second FY 2021 Dollars	Third FY 2022 Dollars	Fourth FY 2023 Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	181,851	181,851	181,851	181,851
Part-time Faculty (see 15 a.ii)	0	0	0	0
Graduate Assistants (see 15 a.ii)	0	0	0	0
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits	55,640	55,640	55,640	55,640
Other Personnel Costs				
Total Existing Personnel Costs	237,491	237,491	237,491	237,491

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty	0	0	0	0
Part-time Faculty	0	0	0	0
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	0	0	0
Other personnel costs	0	0	0	0
Total New Personnel Costs	0	0	0	0

Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	0	0	0	0
Equipment	0	0	0	0
Other	0	0	0	0

Physical Facilities: construction or renovation (see section on Facilities)	0	0	0	0
Total One-time Costs	0	0	0	0

Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	2,500	2,500	2,500	2,500
Travel	950	950	950	950
Equipment	875	875	875	875
Library/learning resources				
Other				
Total Recurring Costs	4,325	4,325	4,325	4,325

GRAND TOTAL COSTS	241,816	241,816	241,816	241,816
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III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	241,816	241,816	241,816	241,816
New student workload			0	0

ONE-STEP ACADEMIC PROGRAM PROPOSAL

New Tuition (see 15 b.ii)	0	0	0	0
Federal funds	0	0	0	0
Other grants (see 15 b.iv)	0	0	0	0
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other (see 15 b.v)				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	241,816	241,816	241,816	241,816
Nature of Revenues				
Recurring/Permanent Funds	241,816	241,816	241,816	241,816
One-time funds	0	0	0	0
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	0	0	0	0

ONE-STEP ACADEMIC PROGRAM PROPOSAL

17) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	5028
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).--→	N/A
ii.	Existing space will require modification (x). →	N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	No
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	No
vi.	Indicate whether existing space will be used.	X Yes
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	N/A
ii.	Provide the estimated total project budget cost.	N/A
iii.	Specify the proposed funding source.	N/A
iv.	What is the availability of funds?	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	N/A

ONE-STEP ACADEMIC PROGRAM PROPOSAL

d.	If existing space will be used, provide information in the space below.			
	<p>Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.</p> <p>Engineering Studies program at VSU currently has the following classrooms and labs in the Nevins Hall (2nd and 3rd floors) located at the VSU main campus that are primarily used for teaching engineering courses: Nevins 2031 (engineering computer lab), Nevins 2035 (classroom for lecture and project based learning), Nevins 2023 (Engineering Mechanics Lab), Nevins 2018 (electronics lab). We also share the following classrooms with the physics program: Nevins 3012 classroom), Nevins 3041 (classroom), and Nevins 3044 (physics lab).</p>			
e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)			
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	2	Classrooms (Nevins 2018 and Nevins 2035)	46	1840
	2	Labs (dry) (Nevins 2031, 2023)	45	2053
		Labs (wet)		
		Meeting/Seminar Rooms		100
		Offices		35
		Other (specify)	Several classrooms and labs are shared with physics program	2000
Total Assignable Square Feet (ASF)				5028
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
Traycee F. Martin, CPA		229-333-5710	tmartin@valdosta.edu	
Vice President for Finance and Administration		Signature		
Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.				

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ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

Appendix A

Funded Undergraduate Projects in Engineering at VSU (Total fund > \$1MM)

NSF Small Business Research Initiative (SBRI) related to pulp/paper

NSF Research Experience for Undergraduate (REU)

HP mobile technology in teaching initiative grant

HP mobile technology in teaching leadership grant

ICAPP grant from the state of Georgia

VSU Seed Grants

Center for Applied Research Grants

Academic Equipment Grants

Scientific Equipment Grants

Quality Enhancement Program (QEP grant), Innovation grant and other VSU grants/financial supports over a periods of 10 years in undergraduate research, project-based learning, taking students in field trips, or inviting engineering speakers.

Engineering Studies Program at VSU

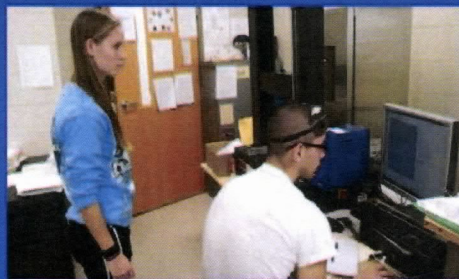
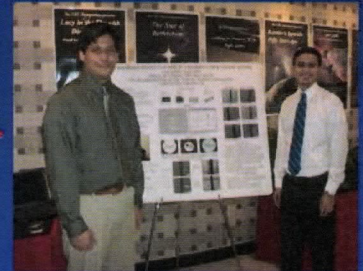
- Started in 1988 (~30 years of student transfer records with GA Tech)
- Transferring Students to GA Tech, UGA, GA Southern, Kennesaw State, Mercer, etc.
- Graduation/Retention Rate at GA Tech: ~ 93% (over 28 years)
- No. of students currently enrolled at VSU/RETP: ~ 180

Teaching and Laboratory Capabilities:

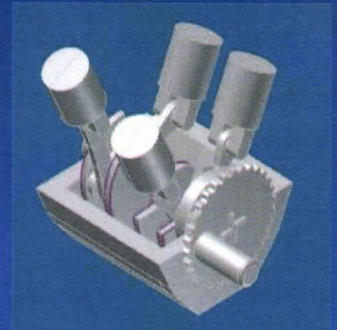
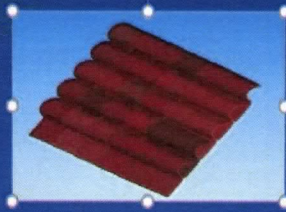
- > Offering 11 courses in engineering with four engineering (EE & ME) & Physics faculty
- > Two Mechanical Testing Machines
- > 3-D Printers (ceramic powders as well as polymer)
- > Dimensional Stability and Creep Tester (Built by VSU engineering students, supported by an NSF grant)
- > Ceramic Furnace for Sample Construction & Thermal Treatment Experiments
- > Computerized Vapor Compression Refrigeration System (modified by VSU engineering students)
- > Strain Gage, data acquisition system
- > 60 Tablet Pcs and accessories (two large HP Grants, VSU Engineering was one of 10 schools received grant in USA)
- > Computational Mechanics: MATLAB, ANSYS finite element codes, & CAD (AutoCAD, Inventor, & SolidWorks)
- > Capabilities to Analyze Mechanical and Thermal behavior of Viscoelastic Materials

Examples of Student Engagement

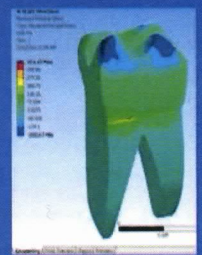
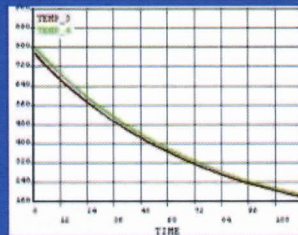
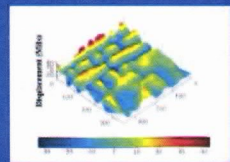
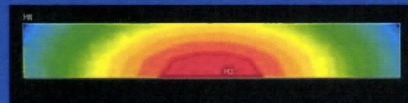
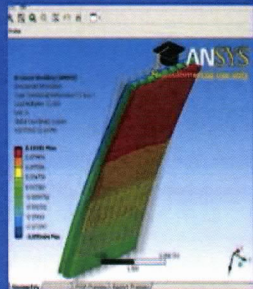
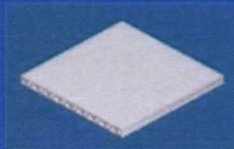
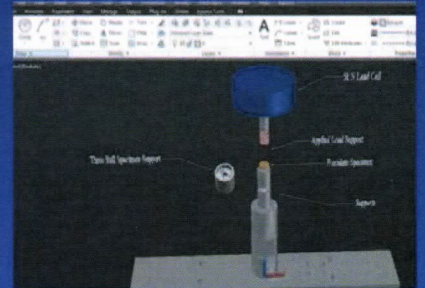
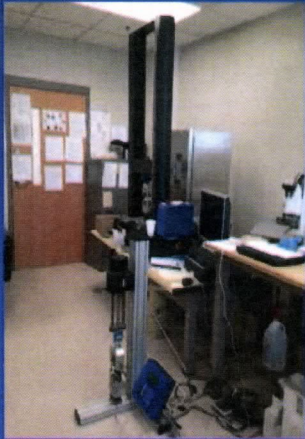
- Weekly Assignments and Small Projects
- Term Projects
- Undergraduate Research (ENGR 4950)
- Field Trips (Supported by QEP, other grants)



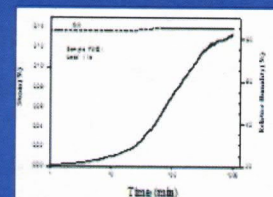
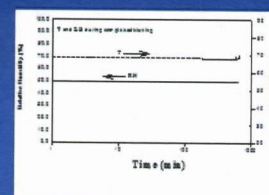
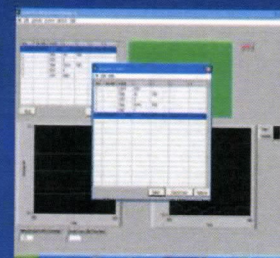
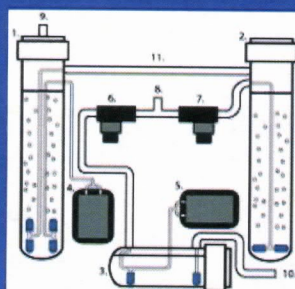
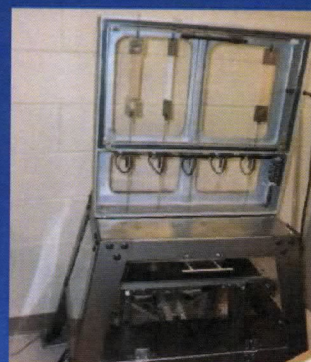
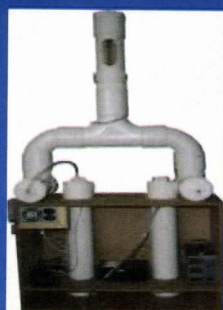
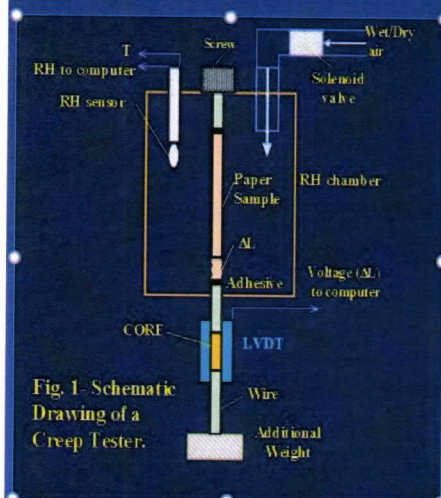
Samples of Prototypes Designed and “Printed” by VSU Engineering Students using CAD and 3-D Printer



Examples of Undergraduate Research Projects



Examples of Undergraduate Research Projects (cont.)



APPLICATION OF 3-D PROTOTYPING IN ENGINEERING AND DENTISTRY

William Bartholomew

VSU Engineering Studies Program, Dept. of Physics, Astronomy, and Geosciences,

Faculty Sponsor: Dr. Barry Hojjatie, PAGE Department

Introduction

This study demonstrates the different abilities and uses of the engineering programs "Autodesk Inventor" the "Ansys" FEA, and the 3-D Printer in analysis of engineering structures. Several different engineering structures and components were developed and analyzed including a Molar tooth, Maxillary Incisor tooth, a Dental bridge for Maxillary Central Incisor's, and a model engine.

Objectives

The objective of this study is to apply the 3-D printer in association with the engineering programs "Autodesk Inventor" and "Ansys" FEA to better understand the dynamic behavior of the different mechanical components as well as properly analyzing different stresses and strains in dental restorations to create realistic components.

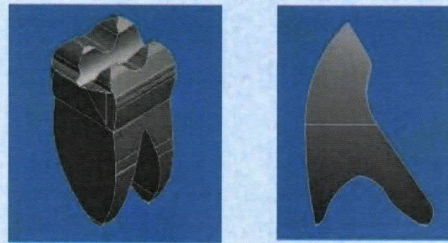


Figure 1- Three-Dimensional Models of a Human Molar Tooth (left) and a Maxillary Central Incisor tooth developed using the Inventor CAD software.

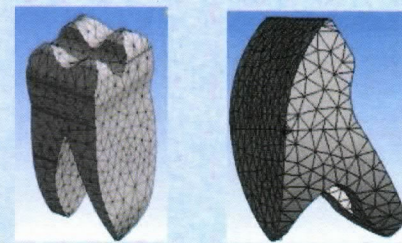


Figure 2- Generated Mesh Models of the Molar (left) and the Maxillary Central Incisor (right) teeth to be used in the FEA stress analysis/.



Figure 3- A simulated biting force and support conditions (left) and the corresponding stresses developed on the Molar Tooth.



Figure 4- Finite element stresses developed in a molar (left) and the Maxillary Central Incisor teeth.

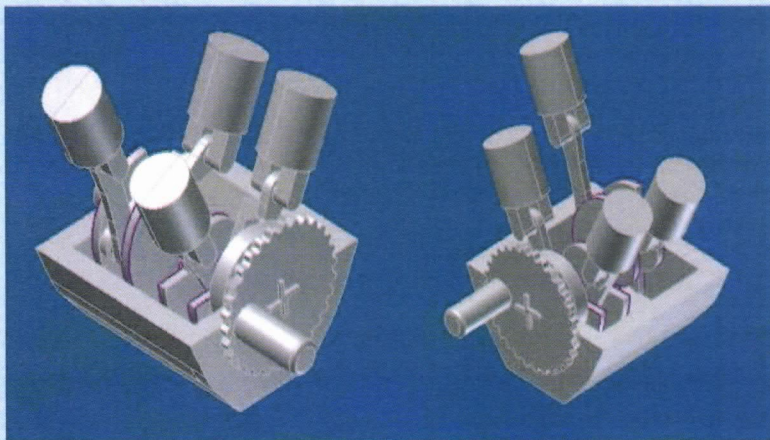


Figure 5- Final engine assembly from left hand view (on left) and right hand view to show detail. The engine block cover has been removed to reveal inside.

Methods and Results

In order to effectively and accurately design the teeth and dental bridges, many precise measurements were needed. I carefully examined and measured every feature of the structures to accurately develop computer model for each structure or component. Through this process I have learned a few interesting details such as each peak on the molar tooth is unique in height. In order to create an accurate stress analysis, I first needed to create a mesh grid for the tooth. This was completed by creating different nodes and elements on each surface of the tooth. After the creation of the mesh, I was then able to exert theoretical forces on different nodes of the tooth for simulated biting forces. For the engine, I looked up several videos of how engines worked from CGI models to real life assembly. I then researched components to a specific engine to determine realistic measurements, then minimized each component to a reasonable ratio for modeling purposes.

Conclusions

The Inventor program is a great tool for engineers to effectively create and show designs for new or improved ideas in real life. By Creating teeth and dental improvements, as well as an engine, I have shown that the inventor program as well as the 3-D printer give future engineers the tools for an extremely diverse field. After creating various objects in inventor I was then able to use the 3-D printer to create a real comparison between the theoretical object and it's real life counter part. After thorough examination, the theoretical object was then put through the "Ansys" program to accurately determine the potential stresses applied to each object through usual use. The teeth proved to be great examples of all this as I was able to completely generate the model, compare printed version to an actual tooth, then determine reaction due to biting forces acted on the tooth.

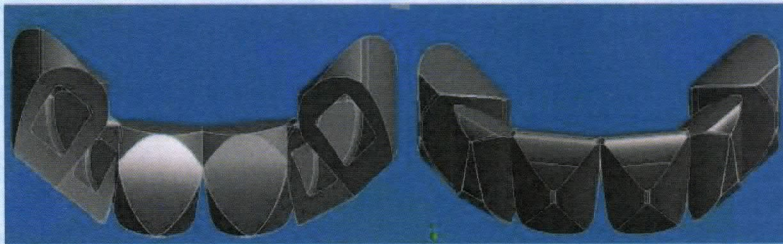


Figure 6- Upper (on right) and lower view of the fully assembled dental bridge.

Measurement and Analysis of Beam Deflection

Collin Ho

PAG Dept. Engineering Studies Program,

Faculty Sponsor: Dr. Barry Hojjatie, PAG Dept. Engineering Studies Program

ABSTRACT

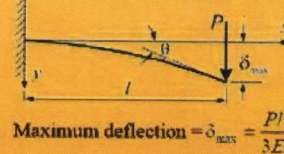
Tests were performed to determine flexure behavior of various cantilever beams subjected to vertically applied loads at the end of the beams using a mechanical testing machine at the VSU engineering mechanics laboratory. The objective of the experiments was to compare the results from the testing with those from theoretical analysis using the deflection formula given in mechanics of materials textbooks. Two types of geometric shapes corresponding to rectangular and circular cross sections were analyzed. Several different tests were performed to ensure accuracy and repeatability. Possible source of error in measurements came from the inability to get the force directly on the end of the beams, and also from the difficulty in clamping down the circular cross sections with clamps made for rectangular cross sections. Nevertheless, the experiments have proven to yield reasonable results.

SAMPLES

- Sample 1- Aluminum Rectangular
Dimension: 3/4 X 1/8"
Length: 4"
- Sample 2- Aluminum Rectangular
Dimension: 3/4 X 1/8"
Length: 2"
- Sample 3- Aluminum Rectangular
Dimension 1/2 X 1/16"
Length: 2"
- Sample 4- Aluminum Circular
Diameter: 1/4"
Length: 4"
- Sample 5- Brass Circular
Diameter: 1/8"
Length: 4"
- Sample 6- Brass Circular
Diameter: 1/8"
Length: 4"

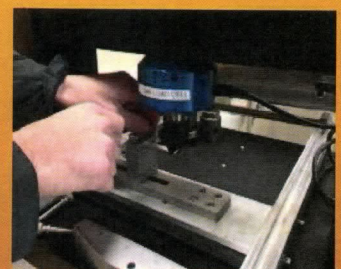
SETUP

Cantilever Beam
Concentrated load P at the free end



This setup is what was used for testing. The formula is the deflection formula that was used for calculations.

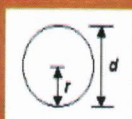
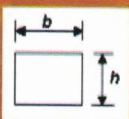
$$\text{Maximum deflection} = \delta_{\max} = \frac{Pl^3}{3EI}$$



Measurement of deflections using ADMET MTEST Quattro Mechanical Testing System located at VSU Engineering Laboratory

GOVERNING EQUATIONS

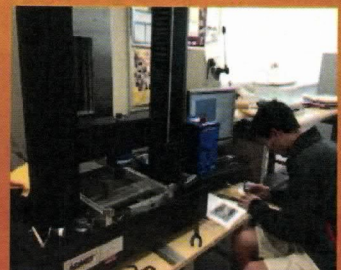
$$I = \frac{bh^3}{12} \quad I = \frac{\pi r^4}{4} = \frac{\pi d^4}{64}$$



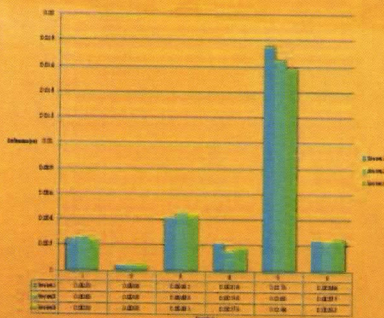
These are the corresponding formulas for the area Moment of Inertia (I). It is needed to calculate the deflection.

ENGINEERING APPLICATIONS

Cantilever beams are used in a wide range of engineering projects in the world today. It is very important for engineers to know how much force the materials they are using can handle. With this knowledge, stronger and safer projects can be completed.



TEST RESULTS



Three tests were performed on each sample.

CALCULATED DEFLECTIONS

Sample 1- 2.50mm

Sample 2- 0.312mm

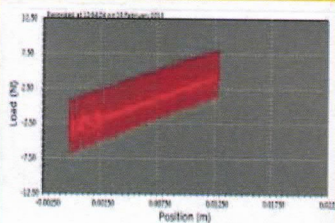
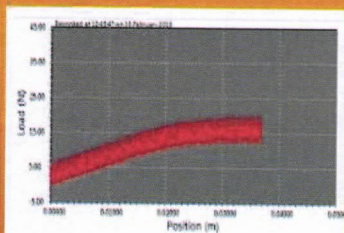
Sample 3- 3.74mm

Sample 4- 0.297mm

Sample 5- 15.4mm

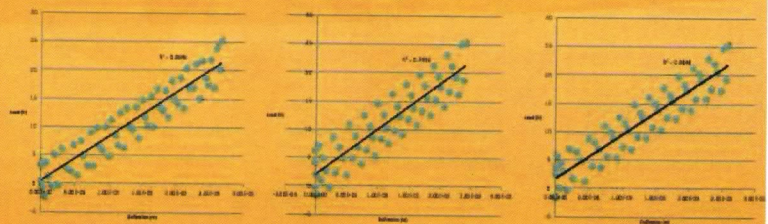
Sample 6- 1.93mm

FAILED TESTS

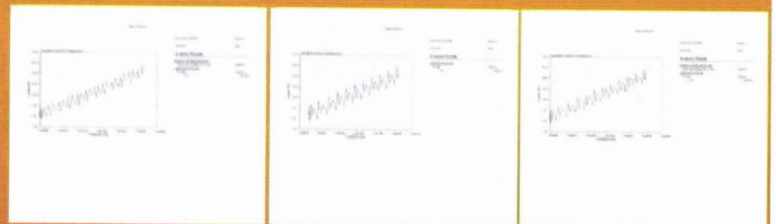


- These two tests are an example of tests that had to be stopped because the beams were too weak. The curve of the line in the first graph shows the error.
- This was done to prevent any damage of the equipment that was used during the tests.
- The format of the graph is the real time plot from the MTEST Quattro program.

CONSISTENT RESULTS



These graphs are from the most accurate test sample, Sample 1. It is the largest rectangular sample at 4 inches in length. Proven from the graphs, the deflections were all very close to the calculated value of 0.0025m. This shows that with less sensitivity, the machine and sample produce more accurate results. The same sample at 2 inches also proved to be accurate. Below are the reports from the ADMET MTEST Quattro program.



SUMMARY AND CONCLUSIONS

It was very interesting to see how different sizes and shapes can affect how a beam will react to a force. Also, having two different types of materials made it even more interesting comparing the different strengths. The testing has shown how close calculations from formulas can be to the actual real world properties that materials. Although some of the tests were not as accurate as anticipated, there were enough positive tests to prove the calculated deflections were accurate.

Thermal Analyses of Dental Ceramic Restorations

B. Hojjatie¹, W. Bartholomew¹, and H. Garmestani²

1- Valdosta State University, Valdosta GA, 31698

2- Georgia Institute of Technology, Atlanta Georgia

W. Bartholomew: Valdosta State University, Engineering Student

ABSTRACT

Previous studies have shown that development of compressive stresses on the surface of materials such as glass, ceramic and steel will improve resistance to crack initiation and propagation in these materials. The objective of this study was to develop computational models in MATLAB and ANSYS to predict temperature and stress distributions in dental ceramic materials subjected to thermal tempering as a function of material properties and thermal tempering parameters. In an initial study we obtained the cooling profiles corresponding to a transient heat transfer problem for bi-layered ceramic disks and compared the results obtained from the MATLAB models with the FEA models developed in ANSYS. In subsequent analyses we performed computational thermal stress analysis of the bi-layered disks and various dental restorations using ANSYS. Validity of the analytical thermal models was established by comparing the results from one dimensional model with those from the two-dimensional models as well as by comparison of the corresponding results with those from the FEA models. A good agreement between the analytical thermal models using MATLAB and computational models from ANSYS were obtained. The results of this study show that relative geometric dimensions of the layered structures and the rate of cooling have a significant influence on the transient stress distribution within the restorations that may result in premature failure of these structures.

INTRODUCTION

The strength of brittle materials is significantly influenced by the number and severity of the flaws and cracks, specifically those that are located at the surface regions. These surface flaws and microcracks act as stress concentrators, and reduce the strength of brittle structural materials. The interaction of these flaws with applied forces on structures can cause either premature fracture or crack growth which endangers the integrity of these materials. Although it is difficult to maintain the surface of brittle materials completely free of flaws and microcracks, it is possible to significantly reduce the effect of these surface stress raisers by producing compressive stresses in a thin layer near the surface. Compressive stresses can be produced at the surface by the use of a thermal tempering treatment. In thermal tempering, rapid cooling of a glass or ceramic material at an initial temperature above its glass transition temperature causes the material surface to cool before the interior region. As a result of differences in tendency for contraction between the surface and the interior of the material, compressive stresses are produced at the surface, and simultaneously balancing tensile stresses are developed in the interior regions of the material. To determine the strengthening effect in materials one need to determine the transient and residual stress distribution during thermal treatment and this can only be obtained after accurate determination of the temperature distribution within the materials. Therefore, in this study, we proposed to develop a computational model to accurately predict the temperature distribution of the material subjected to various cooling treatment. Dental porcelain frits consist of fine powders that are formed into a paste by mixing them with water. The desired shape is then fired at maturing temperatures as high as 1300°C to produce a ceramic restoration with color and shade similar to human teeth.

CONSTRUCTION OF THE CERAMIC DISKS

One set of bi-layered porcelain disks tempered in this study were 16 mm in diameter and 2 mm in thickness. Each disk consisted of a 0.5 mm-thick layer of opaque and a 1.5 mm-thick layer of body porcelain. The second set of disks were 32 mm in diameter and 6 mm in thickness. Each disk consisted of 1.5 mm thick layer of opaque porcelain and 4.5 mm thick layer of body porcelain. In both disk sizes the thickness ratios of body to opaque porcelain were 3 to 1 which is a typical value for clinical restorations. To construct the disks, the opaque and body porcelains were condensed into slightly oversized cylindrical brass molds to compensate for sintering shrinkage. After condensing the specimens and removing the excess moisture with a blotting paper, the specimens were placed near the open door of a preheated digital furnace for 10 minutes, then moved further inside the furnace at an initial temperature of 649°C (1200°F) with the furnace door closed. The furnace temperature was then raised to 982°C (1800°F), which is the maturing temperature of the porcelain, at a heating rate of 20 to

55°C/min. The lower heating rate was applied to minimize the temperature gradient within the 6 mm thick disks to uniformly fuse the porcelain specimens and to prevent thermal shock failure. Firing was accomplished in a vacuum of 27 in Hg to minimize surface roughness and porosity within the specimen. After the disks were heated at the maximum temperature of 982°C for 15 sec, they were taken out of the furnace and cooled under natural (free) convection to room temperature (30°C). Using a polishing wheel, each porcelain layer was ground to the proper dimensions and finished with 0.05 mm alumina abrasive.

ANALYSIS OF HEAT TRANSFER PROBLEM

For the cooling treatments, each of the polished disks was placed inside the furnace and heated again to a desired temperature then taken out of the furnace, place on an insulated surface and cooled from that initial temperature by free convective cooling or tempering (Fig. 1a). To develop analytical thermal models, we assume that the bottom of the disk is perfectly insulated then can analyze the system as a two-dimensional axisymmetric model or simplified it further to a one-dimensional transient model (Fig. 1b). In the first analysis we neglect the heat loss from the sides of the ceramic disks and first develop the equations for the simplified one-dimensional transient model. In subsequent analysis we will take into account the heat losses from the sides of the disk and will develop the equations for the axisymmetric model. For the one-dimensional model, it is assumed that the transient temperature distribution is similar to that of a semi-infinite plate (Fig. 1b) subjected to convective cooling.

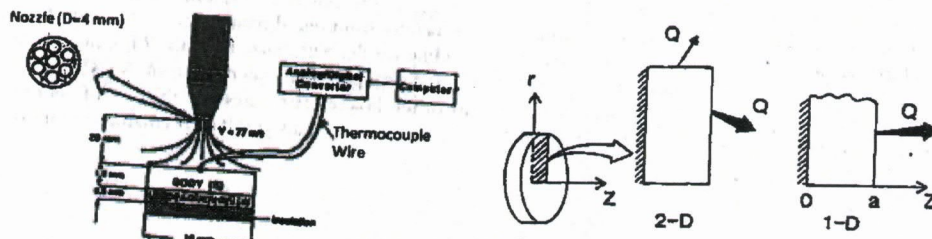


Fig. 1 (a, b) - A schematic diagram of thermal treatment of ceramic disks (left) and simplification of the transient heat transfer problem from 2-D Axisymmetric to 1-D analysis (right).

Under these assumptions, the governing equation will be:

$$\frac{\partial T}{\partial t} = \kappa \frac{\partial^2 T}{\partial z^2} \quad (1)$$

where κ is the thermal diffusivity of the material

$$\text{and is subjected to the initial condition: } T(z, 0) = T_i \quad (2.a)$$

and boundary conditions where at $z = 0$, and at $z=a$ we have:

$$\frac{\partial T}{\partial z} = 0, \quad \frac{\partial T}{\partial z} + \frac{h}{K} (T - T_a) = 0 \quad (2.b)$$

where h is an average heat transfer coefficient, K is the thermal conductivity. To convert equation (1) into non-dimensional form, let:

$$\eta = \frac{z}{a} \quad \tau = \frac{t\kappa}{a^2} \quad \text{and} \quad \theta = \frac{T - T_a}{T_i - T_a} \quad \text{Then the equation (1) will be in the form}$$

$$\frac{\partial \theta}{\partial \tau} = \frac{\partial^2 \theta}{\partial \eta^2} \quad (3)$$

subjected to the following initial and boundary conditions:

$$\theta(\eta, 0) = 1, \quad \frac{\partial \theta}{\partial \eta} = 0, \quad \text{and} \quad \frac{\partial \theta}{\partial \eta} + Bi \cdot \theta(\eta, \tau) = 0 \quad (4)$$

where $Bi = \frac{ah}{K}$ is the Biot Number. The transient heat transfer problem is solved using the method of separation of variables and the final expression for the transient heat-convection process will be:

$$\theta(\eta, \tau) = 2 \sum_{n=1}^{\infty} e^{-\beta_n^2 \tau} \frac{\sin \beta_n \zeta \cos \beta_n \eta}{\beta_n + \sin \beta_n \zeta \cos \beta_n} \quad (5)$$

where the values for β_n are characteristics of the transcendental equation $\tan \beta_n = \frac{Bi}{\beta_n}$

To solve equation (5) we need to first determine the values of β_n from the transcendental equation. These values will be obtained using a graphical method.

If we take into account the losses from the side of the disk, e.g., consider the fact that only the bottom of the disk perfectly insulated the following equation will govern the axisymmetric temperature distribution:

$$T_t = K \left(T_{rr} + \frac{1}{r} T_r + T_{zz} \right) \quad (6)$$

Where K is the material's thermal diffusivity, and T , t , r , and z are temperature, time, variable radius corresponding to each point of on the disk (or the height from the bottom at which the point is taken in the 2-D model shown in Fig. 1b), and the distance from the origin along the horizontal direction at which the point is taken respectively. The material is subjected to the following initial and boundary conditions:

$$T(r, z, 0) = T_i \quad (7a)$$

$$T_r(0, z, t) = 0 \quad (7b)$$

$$-KT_z(r, a, t) = h[T(r, a, t) - T_a] \quad (7c)$$

$$-KT_r(R, z, t) = h[T(R, z, t) - T_a] \quad (7d)$$

$$T_z(r, 0, t) = 0 \quad (7e)$$

Here the terms h , K , T_i , and T_a represent an average heat transfer coefficient used in the cooling treatment, thermal conductivity of the ceramic material, the initial temperature, and the ambient temperature respectively. In order to convert the series of equations into non-dimensional terms we allow:

$$\eta = \frac{r}{R}, \quad \zeta = \frac{z}{a}, \quad \tau = \frac{tK}{aR}, \quad \text{and} \quad \theta = \frac{T - T_a}{T_i - T_a} \quad (8)$$

Where the variables a and R represent the thickness and radius of the disk respectively. Then the governing equation becomes:

$$\left(\frac{R}{a}\right) \theta_\tau = \theta_{\eta\eta} + \frac{1}{\eta} \theta_\eta + \left(\frac{R}{a}\right)^2 \theta_{\zeta\zeta} \quad (9)$$

with conditions: $\theta(\eta, \zeta, 0) = 1$ (10a)

$$\theta_{\eta}(0, \zeta, \tau) = 0 \quad (10b)$$

$$\theta_{\eta}(1, \zeta, \tau) + B_{11}\theta(1, \zeta, \tau) = 0 \quad (10c)$$

$$\theta_{\zeta}(\eta, 1, \tau) + B_{12}\theta(\eta, 1, \tau) = 0 \quad (10d)$$

$$\text{and} \quad \theta_{\eta}(\eta, 0, \tau) = 0 \quad (10e)$$

$$\text{where the coefficients } B_{11} = \frac{Rh}{K} \quad \text{and} \quad B_{12} = \frac{ah}{K} \quad (11)$$

are the disk's Biot numbers on the radius and thickness respectively. Using separation of variables and substituting the non-dimensional forms of the boundary and initial conditions, we will obtain the following solution:

$$\theta(\eta, \zeta, \tau) = \sum_{m=1}^M \sum_{n=1}^N \left\{ A_{m,n} e^{-\frac{a}{R}(\gamma_m^2 + \xi_n^2)\tau} [J_0(\xi_n \eta)] \cos\left(\frac{\alpha \gamma_m \zeta}{R}\right) \right\} \quad (12)$$

Here J_0 represents the Bessel function of the order zero and γ_m and ξ_n are solutions of the transcendental equations:

$$\cot\left(\frac{\alpha \gamma_m}{R}\right) = \frac{\alpha \gamma_m}{RB_{12}} \quad (13a)$$

$$\text{and} \quad B_{11}J_0(\xi_n) = \xi_n J_1(\xi_n) \quad (13b)$$

After applying all the conditions, the following relation is obtained:

$$\theta(\eta, \zeta, \tau) = 4 \sum_{m=1}^M \sum_{n=1}^N e^{-\frac{a}{R}(\gamma_m^2 + \xi_n^2)\tau} (C_n)(C_m) \quad (14)$$

Where the coefficients C_n and C_m are obtained from:

$$C_n = \frac{J_0(\xi_n \eta)}{\xi_n [J_0^2(\xi_n) + J_1^2(\xi_n)]} \quad (15a)$$

$$C_m = \frac{\sin\left(\frac{\alpha \gamma_m}{R}\right) \cos\left(\frac{\alpha \gamma_m \zeta}{R}\right)}{\left[\frac{\alpha \gamma_m}{R} + \sin\left(\frac{\alpha \gamma_m}{R}\right) \cos\left(\frac{\alpha \gamma_m \zeta}{R}\right)\right]} \quad (15b)$$

In order to determine the values of ξ_n we can use the Newton-Raphson Method, but this method may have a slow convergence and generally is very sensitive to the selected values of initial guesses. Instead we can solve for these values graphically or numerically using a symbolic solution functions in a program such as MATLAB or Maple. Because of rapid convergence, it is only necessary to use a few values of ξ_n and γ_m .

RESULTS AND DISCUSSION

Shown in Figure 2 (a, b) are the results from the graphical solutions of the characteristic equations for the 1-D and the 2-D models. Shown in figure 3 (a) are a comparison between the cooling profiles predicted from the models and obtained from the experiment for the convective cooling treatment of the 2-mm disks. A comparison between the results obtained from the two models for a tempering treatment is shown in Figure 3 (b). Shown in Figure 4 (a) is a schematic diagram of the axisymmetric finite element model and the corresponding boundary conditions. During tempering process, relatively large temperature gradient occurs along the thickness of the ceramic disk (Fig 4b). The temperature gradients shown produce transient stresses within the disk during cooling treatments.

To increase the longevity of dental restorations under intraoral conditions, a combination of strengthening techniques such as tempering and design modifications should also be pursued. To determine the effectiveness of thermal tempering, the effect of transient tensile stresses which are developed at the surface of porcelain during the initial stage of tempering should be investigated. If transient tensile stress results in crack initiation and/or propagation, it could negate the beneficial effect of the tempering treatment. Several variables such as the cooling medium, specimen geometry, initial tempering temperature, heat transfer coefficient, and other thermal properties of ceramic materials can influence the effectiveness of the tempering treatment. The development of transient tensile stresses in ceramic surfaces during the initial stage of tempering for some cooling conditions may result in crack initiation and growth. Also, the effect of residual tensile stresses which are produced

within the interior of tempered ceramics on the overall strength of restorations must be determined. Studies on tempering of glass plates indicate that the ratio of surface compressive stress to mid-plane tensile stress increases with the initial tempering temperature and the heat transfer coefficient. In addition, the initial temperature should be kept low enough to prevent anatomical distortion of the dental prostheses due to viscous flow, and the surface heat transfer coefficient should be kept small enough to avoid fracture due to thermal shock.

Transient and residual tensile stresses produced within a thermally tempered ceramic can be calculated by the use of finite element analysis. Some general purpose finite element programs can incorporate the theory of viscoelasticity to determine residual stresses in ceramic structures with complex geometric shapes. However, the finite element analyses performed in this study are based on elasticity theory and are used only for calculation of transient stresses.

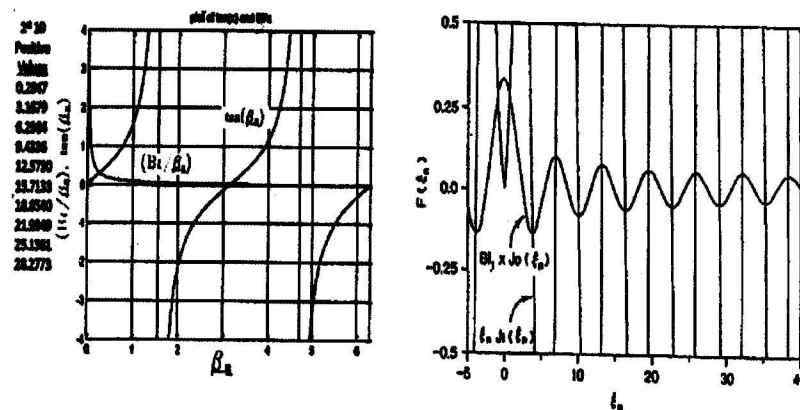


Fig. 2 (a, b) - Numerical solutions of the transcendental equations for the simplified one-dimensional model (left) and the two-dimensional axisymmetric model (right).

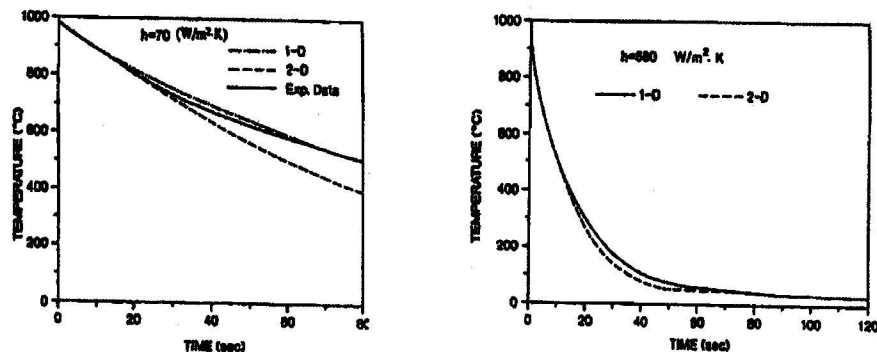


Fig. 3 (a, b) - Comparison of the cooling profiles from the analytical thermal models with the experimental data (left) and a comparison between the cooling profiles for tempering treatment obtained from the two models (right).

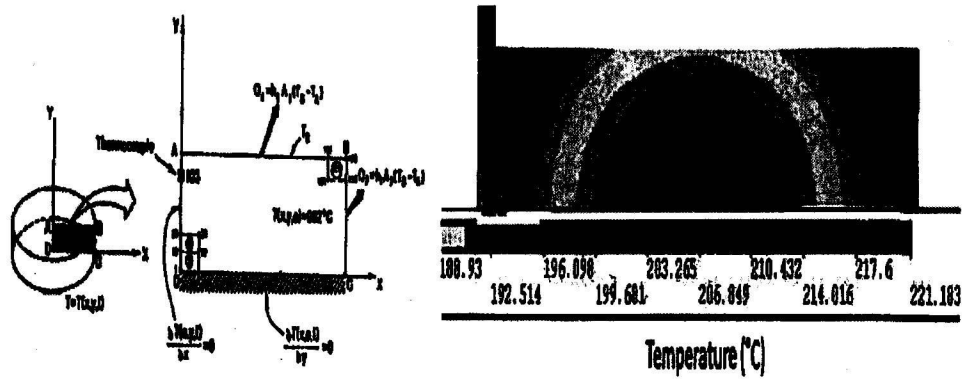


Fig. 4 (a, b) - A schematic diagram of the finite element models (left) and the corresponding temperature distribution predicted from the model.

ACKNOWLEDGEMENT

This study was supported by a seed grant from Valdosta State University.

Appendix B

August 5, 2018

Dr. Barry Hojjatie, Ph.D., P.E.
Professor and Coordinator of Engineering Studies Program
Dept. of Physics, Astronomy, Geosciences, and Engineering Studies
Valdosta State University
Valdosta, GA 31698

Re: Letter of support for Development of an A.S. Degree Program in Engineering

Dear Dr. Hojjatie:

I am pleased to support the establishment of an Associate in Science (A.S.) Degree in Engineering within the College of Science and Mathematics at Valdosta State University. I am familiar with the challenges that many students face in their freshman and sophomore years to stay focused on and be committed to the field of engineering. Such a degree program will help the students to setup a short-term goal for themselves and be motivated to stay in the field of engineering. Also, it will make a great contribution towards building and strengthening the students' background in engineering that is high demand in southern part of Georgia. Furthermore, because of the increased opportunities for technicians and engineers, students with hands-on skills in the areas of mechanical, CAD, and electronics engineering such a degree will make it easier for students to find careers as engineering technicians at Metal Benderz. Metal Benderz is an innovative steel manufacturing company that fabricates many products associated with architectural and structural engineering industries that is located within just a few miles from the Valdosta State University campus.

Metal Benderz is interested in having more collaboration with the engineering studies program at VSU and will be supportive of any new program developed by VSU that help to produce capable graduates in engineering (e.g., A.S. degree in engineering) with both hands-on and fundamental knowledge in engineering. If I can provide you with additional information about Metal Benderz or the content of this letter, I can be reached at (229) 474-8221.

Sincerely,



Heath Wolford,

Metal Benderz



Dr. Barry Hojjatie, Ph.D., P.E.
Professor and Coordinator of Engineering Studies Program
Dept. of Physics, Astronomy, Geosciences, and Engineering Studies
Valdosta State University
Valdosta, GA 31698

Re: Letter of support for Development of an A.S. Degree Program in Engineering

Dear Dr. Hojjatie:

I am writing this letter to express the support of SAFT America for development of an Associate of Science (A.S.) Degree program in Engineering at Valdosta State University. SAFT is a large, high-tech global manufacturer of industrial batteries for many different applications that is located less than five miles from VSU. We have had several former VSU engineering students employed as interns, technicians, engineers or managers at our facility. Development of an A.S. degree in engineering will provide an additional employment opportunity for the engineering students. We will be delighted to continue to expand our collaboration with the engineering studies program at VSU and provide opportunity for students to learn about our manufacturing facility through field trips and presentations by our managers or our technical staff at your classroom.

We understand that an Associate in Science degree program in engineering will significantly improve the VSU engineering transfer program and strongly support development of such program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kirk Rosenlund".

Kirk Rosenlund
General Manager
SAFT
711 Gil Harbin Industrial Blvd.
Valdosta GA 31601
229-245-2809

Cc: John Lofstrom

Saft America Inc. 711 Gill Harbin Industrial Blvd. Valdosta GA 31601



August 13, 2018

Dr. Barry Hojjatie, Ph.D., P.E.
Professor and Coordinator of Engineering Studies Program
Dept. of Physics, Astronomy, Geosciences, and Engineering Studies
Valdosta State University
Valdosta, GA 31698

Re: Letter of support for Development of an A.S. Degree Program in Engineering

Dear Dr. Hojjatie:

Packaging Corporation of America (PCA) is excited to support the VSU proposal for development of an Associate Degree (A.S.) program in Engineering at Valdosta State University. This program will provide a great opportunity for engineering students to receive an associate degree in engineering from VSU and increase their chances for being successful in their endeavor toward becoming an engineer or employment as a technician. As an engineering manager and a Georgia Tech graduate, I am very familiar with your engineering curriculum, and PCA has employed many of your freshman or sophomore students as part-time employees in various fields of engineering. We have been pleased with the quality of work performed by the engineering students from VSU and understand that a degree program in engineering will significantly improve the name recognition of your engineering transfer program and improve enrollment and retention.

We are committed to continuing our long relationship with VSU and look forward to this new chapter. In summary, we strongly support your efforts to develop an A.S. degree program in Engineering.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rodney K. Thomas", is written over a horizontal line.

Rodney K. Thomas
Senior Director, Corporate Engineering
Packaging Corporation of America



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/4/2019

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

College:	College of Science and Mathematics	Dept. Initiating Request:	PAG
Requestor's Name:	Edward Chatelain	Requestor's Role:	Department Head
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	AS/Engineering Studies		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/engineering-studies/#programrequirementstext		

Present Requirements:

We propose to add the degree requirements to the Engineering Studies Program in the Course catalog. Currently, there are no requirements for an AS in Engineering Studies, although in the course catalog there is the Engineering Studies Program information for the Engineering Transfer Information.

Proposed Requirements: *(hover over for instructions)*

<u>Core Curriculum</u>	60
<u>Core Curriculum Areas A-E (See VSU Core Curriculum)</u>	42
<u>Majors in Engineering Studies are advised to take Math 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 and PHYS 2211K and PHYS 2212K in Area D. Any "extra" hours will count in Area F.</u>	
<u>Core Curriculum Area F</u>	18
<u>Any "extra" hours from Areas A and D Required:</u>	1-2
<u>MATH 2262 Analytic Geometry and Calculus II</u>	4
<u>PHYS 2212 Principles of Physics II</u>	4
<u>Select 1</u>	
<u>CHEM 1211 and CHEM 1211L Principles of Chemistry I</u>	4
<u>BIOL 1107 and BIOL 1107L Principles of Biology I</u>	4
<u>Select 1 if students took MATH 2261 in Area A</u>	
<u>CS 1301 Principles of Programming I</u>	4
<u>CS 1340 Computing for Scientists</u>	3
<u>Select at least 3 courses</u>	
<u>ENGR 2010 Introduction to Engineering</u>	3
<u>ENGR 2200 Engineering Statics</u>	3
<u>ENGR 2310 Introduction to Signal Processing</u>	4
<u>ENGR 2320 Introduction to Computer Engineering</u>	3
<u>ENGR 2500 Engineering Graphics for Design</u>	3
<u>Total Hours Required for the Degree</u>	60

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VALDOSTA STATE UNIVERSITY

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 –

SOIs, assignments, number of majors, and graduation rates will be used to assess the success of this program.

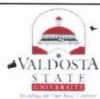


Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Martha A. Leake	Martha A. Leake for Dr. Chatelain	1-4-19
College/Division Executive Committee	James T. LePlow	J. T. LePlow	1-4-19
Dean/Director	James T. LePlow	J. T. LePlow	1-4-19
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/20/2018

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

College: College of the Arts

Dept. Initiating Request:

Music

Requestor's Name: Kenneth Kirk

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: MUE 7400

Course Prefix and Number:

Course Title: Instrument Repair

Course Title:

Credit Hours: 1

Credit Hours: 1

Lecture Hours: 1

Lecture Hours: 0

Lab Hours: 1

Lab Hours: 2

Pre-requisites:

Pre-requisites:

CURRENT Course Description:

NEW Course Description: ([hover over for instructions](#))

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☐ Undergraduate
☒ Graduate

☐ Core
☒ Major Requirement
☐ Elective

☐ Fall
☐ Spring
☒ Summer

2019

Once per Year

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

☒ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

The change of one lecture hour to a lab hour will better reflect the nature of the course activity necessary for student learning.


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	<i>Sg Farwell</i>	<i>Sg Farwell</i>	10/25/18
College/Division Executive Committee	<i>Michael T Schmitt</i>	<i>Michael T Schmitt</i>	10.25.18
Dean/Director	<i>A. Blake Pearce</i>	<i>A. Blake Pearce</i>	10-29-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. deCruz</i>	<i>Becky K. deCruz</i>	11/18/2018
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	<u>AND - Graduate School</u>

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	<i>Sg Farwell</i>	<i>Sg Farwell</i>	10/25/18
College/Division Executive Committee	<i>Michael T Schmitt</i>	<i>Michael T Schmitt</i>	10.25.18
Dean/Director	<i>A. Blake Pearce</i>	<i>A. Blake Pearce</i>	10-29-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	<i>Becky K. deCruz</i>	<i>Becky K. deCruz</i>	11/18/2018
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):	<u>AND - Graduate School</u>
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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

09/6/2018

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

College: College of the Arts

Dept. Initiating Request:

Music

Requestor's Name: Mark McQuade

Requestor's Role:

Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

MUSC

NEW Course Number:
(Consult #s in the catalog)

5800

Proposed NEW Course Title:

Musical Union

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Prerequisite(s):

None

Lecture Hours: 0

Lab Hours: 2

Credit Hours: 1

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

Participating in a choral ensemble emphasizing the performance of choral masterworks often performed with orchestra. The Musical Union chorus is designed to enhance the musical, creative and expressive qualities of all students. Ensemble open to community members, VSU students, faculty, and staff. Performances occur several times annually. Ensemble commitment follows the regular student semester class schedule.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- ☐ Undergraduate
☒ Graduate

- ☐ Core
☐ Major Requirement
☒ Elective

- ☒ Fall
☐ Spring
☐ Summer

2019

Every Semester

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

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

- Help students connect to VSU (aid retention)
- Help Community connect with VSU (aid support)
- Provide a musical outlet and community-building opportunity for VSU students, faculty, and staff.
- Creation of a large mass choir enables the exploration and performance of larger choral works that would not otherwise be possible. This broadens and deepens the student educational experience.
- Music/Voice faculty supports and endorses this new course as a positive/viable option for the entire community.

**** 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 –

- **Concert Performances**

**** 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	Doug Farwell		10/25/18
College/Division Executive Committee	Michael T. Scumir		10.25.18
Dean/Director	A. Blake Pearce		10-25-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	11/28/18
Academic Committee			

*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division →	Department(s):	<u>AND - Graduate School</u>

MUSICAL UNION

MUSC 3800/5800**REHEARSAL – M 7:00 – 9:00 PM****INSTRUCTOR:****0-2-1****OFFICE HOUR:****LOCATION – FA 1032****PHONE:****EMAIL:**

CATALOG DESCRIPTION:

A choral ensemble emphasizing the performance of choral masterworks often performed with orchestra. The Musical Union chorus is designed to enhance the musical, creative and expressive qualities of all students. Open to community members, VSU students, faculty, and staff. Performances occur several times annually. Ensemble commitment follows the regular student semester class schedule.

RATIONALE:

This course is the largest choral offering at Valdosta State University and allows the student an opportunity to perform the highest quality, larger scale, traditional choral literature from all stylistic periods. Elements of blend, balance, articulation, appropriate vocal technique, and unified musicianship are stressed.

REQUIRED MATERIALS:

1. No text is required.
2. The University provides the music. The student remains personally responsible for the condition of music once distributed. Report damage to or problems with music as soon as possible. Failure to return music when announced will result in registration holds.
3. Have a one (1) inch, hardcover, black binder with pockets at the conclusion of the second week of rehearsals.
4. Have a pencil in **hand** during every rehearsal.
5. Concert Dress/Tuxedo.
 - During the first week of class each woman will be measured for a concert dress. The cost of the dress is approximately \$100. Checks payable to "VSU Foundation."
 - Men wear standard black tuxedo, white shirt, black tie, and cummerbund. If you do not have a tux, see course instructor and complete a tux order form immediately. The cost of the tux is approximately \$125. Checks payable to "VSU Foundation."

REPEATING A CLASS FOR ADDITIONAL CREDIT:

This course may be repeated for credit. Repeating this course implies that the work produced for additional credit will be at an advanced level in comparison to that produced the first time. The outline for this course will identify additional or advanced expectations and content for successive enrollments.

COURSE OBJECTIVES:

Upon successful completion of this course, students will:

1. Produce through the use of proper vocal technique, a pleasing, healthy vocal sound with proper intonation and blend within the ensemble.

DOM: 2 Use and apply appropriate theoretical and aural skills.

NASM Standards: 2A (1) The ability to hear, identify, and work conceptually with the elements of music.

2. Demonstrate in rehearsal and public performance elements of appropriate performance practice, based upon the historical and personal background of the composer and each piece performed, and the integration of these elements for an authentic performance of the work.

DOM: 4 Apply historical knowledge of activities related to music performance.

NASM Standards: 2A (4) An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.

3. In rehearsal and public performance, students perform the repertoire, employing the expressive elements of joining text with music in each work performed: such as interpretation of the text, melodic direction, harmonic analyses, and other musical elements as they relate to the overall performance of the work.

DOM: 1 Demonstrate acceptable professional level performance of ensemble literature.

NASM 2A (3) An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.

4. Students will display expressive singing, good vocal technique, and classroom behavior as stated in the syllabus.

DOM: 1 Demonstrate acceptable professional level performance of ensemble literature.

EDUCATIONAL OUTCOMES – DEPARTMENT OF MUSIC: This course addresses the following Department of Music educational outcomes (from Music Education, Music Performance, the Bachelor of Arts in Music programs).

Students will:

1. Demonstrate acceptable solo performance skill.
2. Meet all the standards set forth by the National Association of Schools of Music (NASM) for professional and liberal arts degrees in music.
3. Apply analytical, theoretical and historical knowledge of activities related to music performance activities.

EVALUATION:

Over the course of the semester, the instructor for each rehearsal and/or performance will note student application and demonstration of the skills and knowledge in the course objectives.

Music Examinations

Students may be examined at certain intervals to determine their ability to successfully perform the course music. Evaluation criteria will be melodic and rhythmic accuracy, as well as vocal production, and ensemble awareness.

These evaluations will be done EITHER (a) during the regular class periods or (b) recorded outside of class and sent to the instructor. You will have at least one week's notice of the specific music to be examined.

ATTENDANCE:

Attendance is required at all rehearsals and performances. Students should plan to arrive at all rehearsal and performance commitments on time and with all required materials. Students will be allowed THREE (3) ABSENCES for the semester. Each subsequent absence will lower the student's final average ONE FULL LETTER GRADE.

CLASSROOM/PERFORMANCE BEHAVIOR

1. Be on time. Be prepared to begin rehearsal promptly. Warm---ups are not optional, so all students are expected to participate. You must be in your seat and ready for announcements.
2. Have a pencil in hand during every rehearsal. Students are expected to retain what the instructor says, and must make as many marks as possible in the music to help them remember. "If the instructor says it, you write it down." Occasionally, a pencil check will be made – if you do not have a pencil, you will be counted tardy for that day's rehearsal.
3. Cellular phones, pagers, blackberries, etc. must remain silent during all rehearsals and performances.

2. Demonstrate in rehearsal and public performance elements of appropriate performance practice, based upon the historical and personal background of the composer and each piece performed, and the integration of these elements for an authentic performance of the work.

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3. Cellular phones, pagers, blackberries, etc. must remain silent during all rehearsals and performances.

4. A student who is ill or otherwise unable to actively contribute to the rehearsal must notify the instructor before the beginning of rehearsal. A student unable to sing is expected to remain focused on the music during the rehearsal and SIT in the room area designated by the director.

Protecting Your Vocal Health

An NASM – PAMA Student Information Sheet

- Vocal health is important for all musicians and essential to lifelong success for singers.
- Understanding basic care of the voice is essential for musicians who speak, sing, and rehearse or teach others.
- Practicing, rehearsing, and performing music is physically demanding.
- Musicians are susceptible to numerous vocal disorders.
- Many vocal disorders and conditions are preventable and/or treatable.
- Sufficient warm-up time is important.
- Begin warming up mid-range, and then slowly work outward to vocal pitch extremes.
- Good posture, adequate breath support, and correct physical technique are essential.
- Regular breaks during practice and rehearsal are vital in order to prevent undue physical or vocal stress and strain.
- It is important to set a reasonable limit on the amount of time that you will practice in a day.
- Avoid sudden increases in practice times.
- Know your voice and its limits, and avoid overdoing it or misusing it.
- Maintain healthy habits. Safeguard your physical and mental health.
- Drink plenty of water in order to keep your vocal folds adequately lubricated. Limit your use of alcohol, and avoid smoking.
- Day-to-day decisions can impact your vocal health, both now and in the future. Since vocal strain and a myriad of other injuries can occur in and out of school, you also need to learn more and take care of your own vocal health on a daily basis. Avoid shouting, screaming, or other strenuous vocal use.
- If you are concerned about your personal vocal health, talk with a medical professional.
- If you are concerned about your vocal health in relationship to your program of study, consult the appropriate contact person at your institution.
- This information is provided by the National Association of Schools of Music (NASM) and the Performing Arts Medicine Association (PAMA). For more information, check out the other NASM-PAMA neuromusculoskeletal health documents, located on the NASM Web site at the URL linked below. [LINK](#)
- See also the NASM/PAMA Student Information Sheet on "Protecting Your Neuromusculoskeletal Health." Vocal health is an aspect of neuromusculoskeletal health.

PLAGIARISM AND CHEATING Policy Statement:

The full text of this policy is available in the College of Education Dean's Office, EC room 227. One student forging another student's signature on the attendance roles is considered cheating by both parties. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: Both students will be counted as "absent" for the day in question.

SECOND OFFENSE: Both students will earn the letter grade "F" for the course.

THIRD OFFENSE: Both students will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

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.

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.

CAMPUS CARRY, HB 280:

For information on the "Campus Carry" policy, please visit: http://www.usg.edu/hb280/additional_information or <http://www.valdosta.edu/administration/finance---admin/police/campuscarry/>

VOCAL HEALTH STATEMENT:

Maintaining musculoskeletal and vocal health is a concern for all musicians, and you are strongly advised to avail yourself of the health and safety information linked on the Music Department webpage under Resources/Health and Safety. The following introductory article provided by the National Association of Schools of Music is highly recommended as a starting point: http://nasm.arts---accredit.org/site/docs/PAMANASM_Advisories/4a_NASM_PAMA_NMH---Student_Guide---Standard_June%202014.pdf. You may consult your instructor if you have any questions.

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. 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

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4. A student who is ill or otherwise unable to actively contribute to the rehearsal must notify the instructor before the beginning of rehearsal. A student unable to sing is expected to remain focused on the music during the rehearsal and SIT in the room area designated by the director.

Protecting Your Vocal Health

An NASM – PAMA Student Information Sheet

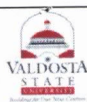
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- Many vocal disorders and conditions are preventable and/or treatable.
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compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to 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>.

Please turn in all music immediately after the final concert.

If you have a conflict with any of the fall dates, please submit it in writing to the course instructor no later than the first Friday of classes.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

10/16/2018

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

College:	College of the Arts	Dept. Initiating Request:	Art & Design
Requestor's Name:	Tommy J. Crane	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	Bachelor of Fine Art Interior Design		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/bfa-interior-design/		

Present Requirements:

Interior design addresses the visual, technical, and aesthetic aspects of inhabited spaces. Interior design services involve the integration of art and design concepts; space analysis and planning; and knowledge of materials, furnishings, and construction to produce finished interior environments that interpret and serve the specific needs of a client. This degree curriculum focuses on the standards for professional interior design programs established by the National Association of Schools of Art and Design. The major is designed to offer learning opportunities structured to prepare the student for a variety of careers in the interior design profession or for graduate school. Students interested in this major are advised that the degree requires six major studios, which must be taken in sequence, one per semester. The program of study includes a required internship to be taken in the summer between the junior and senior year. Students should plan to be advised in the Department of Art as soon as they identify an interest in this major. Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Department of Art resources permit. All students, including transfer students, must have an overall grade point average of 2.5 on a 4.0 scale after completion of 45 semester hours of college credit. This is a 120-hour degree program. Selected Educational Outcomes and Competencies Students pursuing a BFA with a major in interior design will demonstrate:

skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces;

Proposed Requirements: [\(hover over for instructions\)](#)

Interior design addresses the visual, technical, and aesthetic aspects of inhabited spaces. Interior design services involve the integration of art and design concepts; space analysis and planning; and knowledge of materials, furnishings, and construction to produce finished interior environments that interpret and serve the specific needs of a client. This degree curriculum focuses on the standards for professional interior design programs established by the National Association of Schools of Art and Design. The major is designed to offer learning opportunities structured to prepare the student for a variety of careers in the interior design profession or for graduate school. Students interested in this major are advised that the degree requires six major studios, which must be taken in sequence, one per semester. The program of study includes a required internship to be taken in the summer between the junior and senior year. Students should plan to be advised in the Department of Art as soon as they identify an interest in this major. Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Department of Art resources permit. All students, including transfer students, must have an overall grade point average of 2.5 on a 4.0 scale after completion of 45 semester hours of college credit. This is a 120-hour degree program. Selected Educational Outcomes and Competencies Students pursuing a BFA with a major in interior design will demonstrate:

skill in creative and critical thinking and problem-solving in response to visual, technical, aesthetic, and social aspects of inhabited spaces;

competence in a number of media and techniques in order to effectively communicate design solutions graphically, in writing, and through verbal presentations;
 an understanding of the history of art and design, including contemporary theories and works;
 competence in analysis of information and relations, evaluating issues and setting priorities as component elements of the process of generating creative design solutions for projects of any scale and complexity;
 a significant sense of the principles, ethics, and processes necessary to conceptualize and create interiors that are responsive to the intellect, the senses, and the spirit of those who inhabit them and the greater context of the environment that contains them.

Examples of Outcome Assessments

Freshman portfolio review of foundation level work using a criterion-based rubric.

Review of semester work by program faculty using an accreditation-standards-based rubric.

Review of semester work by advisory board members using an accreditation-standards-based rubric.

Completion of a senior professional portfolio.

Comparisons of transcript audit results with accreditation curriculum requirements.

Requirements for the Bachelor of Fine Arts Degree with a Major in Interior Design

Code	Title	Hours
Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Core Curriculum Area F		
ARID 1120	Fundamental Concepts in Interior Design	3
ART 1010	Drawing I	3
ART 1020	Two Dimensional Design	3
ART 1030	3-Dimensional Design	3
ART 1011	Drawing II	3
ART 2030	Computers in Art	3
Major Curriculum		60
Interior Design Studio Courses		
ARID 2111	Interior Design Studio I	3
ARID 2112	Interior Design Studio II	3
ARID 3111	Interior Design Studio III	3
ARID 3112	Interior Design Studio IV	3
ARID 4111	Interior Design Studio V	3

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ARID 2112	Interior Design Studio II	3
ARID 3111	Interior Design Studio III	3
ARID 3112	Interior Design Studio IV	3
ARID 4111	Interior Design Studio V	3

ARID 4112	Interior Design Studio VI	3
Major Core		
ARID 2310	Interior Design Graphics and Presentation	3
ARID 3211	History of Interiors I	3
ARID 3212	History of Interiors II	3
ARID 3320	Materials for Interior Design	3
ARID 3350	Lighting and Building Systems	3
ARID 3411	Computers for Interior Design	3
Capstone Courses		
ARID 4010	Interior Design Internship	3
ARID 4310	Advanced Graphics and Creative Techniques	3
ARID 4610	Professional Practice	3
Art History Courses		
ARTH 2121	Art History Survey I	3
ARTH 2122	Art History Survey II	3
Electives: Interior Design and Related Areas		9
Select 3 courses (9 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Coordinator and the Head of the Department.		
Total hours for the degree		120
Course List		

ARID 4112	Interior Design Studio VI	3
Major Core		
ARID 2310	Interior Design Graphics and Presentation	3
ARID 3211	History of Interiors I	3
ARID 2411	Computers for Interior Design	3
ARID 3212	History of Interiors II	3
ARID 3320	Materials for Interior Design	3
ARID 3350	Lighting and Building Systems	3
ARID 3370	Construction Methods and Building Regulations	3
Capstone Courses		
ARID 4010	Interior Design Internship	3
<i>ARID 4310</i>	<i>Advanced Graphics and Creative Techniques</i>	<i>3</i>
ARID 4340	Contemporary Design Issues	3
ARID 4610	Professional Practice	3
Art History Courses		
ARTH 2121	Art History Survey I	3
ARTH 2122	Art History Survey II	3
Electives: Interior Design and Related Areas		6
Select 2 courses (6 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Program Coordinator and the Head of the Department.		
Total hours for the degree		120
Course List		

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 a thorough review of the Interior Design Curriculum by an independent accreditation consultant it was suggested that the current curriculum needed restructuring so that content covered would better align with the established professional standards required by the Council for Interior Design Accreditation (CIDA).

The Computers for Interior Design (ARID 3411) course was changed in November 2017 to Computers in Interior Design (ARID 2411), however a revised catalog request was not made at that time. This corrects that oversight.

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):

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☒ Other Data Source Descriptions –

The Department of Art & Design/ID program is planning for a CIDA accreditation site visit in Spring 2021. CIDA site visitors/accreditors will prepare a detailed report about how effectively the ID curriculum is meeting current CIDA standards.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	THOMAS BARNETT	[Signature]	11/30/18
College/Division Executive Committee	MICHAEL T SCHMIDT	[Signature]	4/24/19
Dean/Director	A. Blake Pearce	[Signature]	12-3-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College: Select One.

Department(s):

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

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Approvals:	Print:	Signature:	Date:
Department Head	AMMIS BARNETT	[Signature]	11/30/18
College/Division Executive Committee	Michael T. Schmitt	[Signature]	4/29/18
Dean/Director	A. Blaine Pearce	[Signature]	12-3-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

College:

Select One.

Department(s):



BFA Interior Design - Curriculum

Bachelor of Fine Arts, Major – Interior Design
Department of Art & Design

(For Catalog Years 2019-20 and after)

www.valdosta.edu/art



Updated 05/29/2018

☐ Student Information:

Student Name:		Date Entered Program:	
Student ID#:		Advisor:	

- ☐ **Area A-E: Core Curriculum: Follow Core Check Sheet**42 hrs All students, including transfer students, must have an overall grade point average of 2.5 on a 4.0 scale after completion of 45 semester hours of college credit. Students should plan to be advised in the Department of Art & Design as soon as they identify an interest in this major. Students must apply to be admitted to the major based on a spring semester portfolio review of Area F courses and as Department of Art & Design resources permit.

- ☐ **Area F: Core Curriculum, Major – Art / Interior Design**18 hrs

____/____/____	ART 1010 Drawing I (3)	____/____/____	ART 1011 Drawing II (3)
____/____/____	ART 1020 2D Design (3)	____/____/____	ART 2030 Computers in Art (3)
____/____/____	ART 1030 3D Design (3)	____/____/____	ARID 1120 Fund. Concepts/Int. Design (3)
Grade Term Year		Grade Term Year	[only taught spring semester]

- ☐ **Art Major – Interior Design Studio Requirements**18 hrs

____/____/____	ARID 2111 I.D. Studio I (3) **	____/____/____	ARID 3112 I.D. Studio IV (3)
____/____/____	ARID 2112 I.D. Studio II (3) **	____/____/____	ARID 4111 I.D. Studio V (3)
____/____/____	ARID 3111 I.D. Studio III (3)	____/____/____	ARID 4112 I.D. Studio VI (3)
Grade Term Year		Grade Term Year	

- ☐ **Art Major – Interior Design Core Requirements**21 hrs

____/____/____	ARID 2310 ID Graphics & Presentation (3) [only taught fall semester] **Take with ARID2111 & ARID3211
____/____/____	ARID 2411 Computers for Interior Design (3) [only taught spring semester] **Take with ARID2112 & ARID3212 Formerly ARTH 3411 Computers for Interior Design
____/____/____	ARID 3211 History of Interiors I (3) [only taught fall semester] **Take with ARID2111 & ARID2310
____/____/____	ARID 3212 History of Interiors II (3) [only taught spring semester] **Take with ARID2112 & ARID3411
____/____/____	ARID 3320 Materials for Interior Design (3) [only taught spring semester]
____/____/____	ARID 3350 Lighting & Building Systems (3) [only taught fall semester]
____/____/____	ARID 3370 Construction Methods and Building Regulations (3) [only taught spring semester]
Grade Term Year	

- ☐ **Capstone Courses**9 hrs

____/____/____	ARID 4010 Interior Design Internship (3) [only taught summer semester]
____/____/____	ARID 4340 Contemporary Design Issues (3)
____/____/____	ARID 4610 Professional Practices (3)
Grade Term Year	

- ☐ **Art History Requirements**6 hrs

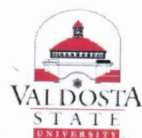
____/____/____	ARTH 2121 Art History Survey I (3)	____/____/____	ARTH 2122 Art History Survey II (3)
Grade Term Year		Grade Term Year	

- ☐ **Electives – Interior Design and Related Areas Requirements:**6 hrs
(Selected from 3000-4000 level Art Studio, Interior Design, Art History courses, or related courses with the approval of the Coordinator and the Department Head. Some studio courses may be repeated for up to 9 hours for further development within the discipline.)

____/____/____	_____ (3)
____/____/____	_____ (3)
Grade Term Year	

- ☐ **Art Major – Interior Design Curriculum Total**60 hrs
- ☐ **Total Hours - Core A-F + Curriculum, Major – Art / Interior Design**120 hrs

68



BFA Interior Design - Curriculum

www.valdosta.edu/art



Bachelor of Fine Arts, Major – Interior Design

Department of Art & Design

(For Catalog Years 2019-20 and after)

Interior Design Advising 4-Year Plan

(Required major coursework)

Freshman Fall Semester ART 1010 Drawing I ART 1020 2D Design ART 1030 3D Design _____ _____	Freshman Spring Semester ART 1011 Drawing II ART 2030 Computers in Art ARID 1120 Fund Concepts ID _____ _____
Sophomore Fall Semester ARID 2111 ID Studio I ARID 2310 Graphics & Presentation ARID 3211 History of Interiors I _____ _____	Sophomore Spring Semester ARID 2112 ID Studio II ARID 2411 Computers for ID ARID 3212 History of Interiors II _____ _____
Junior Fall Semester ARID 3111 ID Studio III ARID 3350 Lighting & Building Systems ARTH 2121 Art History Survey I ARID 4000 Elective (Adv. Res. or Adv. Graphics.) _____ _____	Junior Spring Semester ARID 3112 ID Studio IV ARID 3370 Construction Methods and Building Regulations ARTH 2122 Art History Survey II ARID 3320 Materials for ID _____ _____
Junior Summer ARID 4010 ID Internship	
Senior Fall Semester ARID 4111 ID Studio V ARID 4310 Advanced Graphics ARID 4340 Contemporary Design Issues ARID 4000 Elective (Adv. Res. or Adv. Graphics.) _____ _____	Senior Spring Semester ARID 4112 ID Studio VI ARID 4610 Professional Practice ART/ARTH 3000 + Elective _____ _____



BFA Interior Design - Curriculum

Bachelor of Fine Arts, Major – Interior Design
Department of Art & Design

www.valdosta.edu/art



(For Catalog Years 2019-20 and after)

Interior Design Advising 4-Year Plan

(Required major coursework)

Freshman Fall Semester ART 1010 Drawing I ART 1020 2D Design ART 1030 3D Design _____ _____	Freshman Spring Semester ART 1011 Drawing II ART 2030 Computers in Art ARID 1120 Fund Concepts ID _____ _____
Sophomore Fall Semester ARID 2111 ID Studio I ARID 2310 Graphics & Presentation ARID 3211 History of Interiors I _____ _____	Sophomore Spring Semester ARID 2112 ID Studio II ARID 2411 Computers for ID ARID 3212 History of Interiors II _____ _____
Junior Fall Semester ARID 3111 ID Studio III ARID 3350 Lighting & Building Systems ARTH 2121 Art History Survey I ARID 4000 Elective (Adv. Res. or Adv. Graphics.) _____ _____	Junior Spring Semester ARID 3112 ID Studio IV ARID 3370 Construction Methods and Building Regulations ARTH 2122 Art History Survey II ARID 3320 Materials for ID _____ _____
Junior Summer ARID 4010 ID Internship	
Senior Fall Semester ARID 4111 ID Studio V ARID 4310 Advanced Graphics ARID 4340 Contemporary Design Issues ARID 4000 Elective (Adv. Res. or Adv. Graphics.) _____ _____	Senior Spring Semester ARID 4112 ID Studio VI ARID 4610 Professional Practice ART/ARTH 3000 + Elective _____ _____



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

10/26/2018

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

College: College of the Arts

Dept. Initiating Request:

Art & Design

Requestor's Name: Tommy J. Crane

Requestor's Role:

Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

ARID

NEW Course Number:
(Consult #s in the catalog)

3370

Proposed NEW Course Title:

Construction Methods and Building Regulations

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Construction Methods and Building Regulations

Prerequisite(s):

ARID 3350

Lecture Hours: 2

Lab/Contact Hours: 2

Credit Hours: 3

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

Introduction to construction methods and building regulations that affect design, development, and implementation of built environments. Content includes interdisciplinary factors that are part of construction processes along with international, national, regional, local, and industry standards that govern construction of built environments. Case studies, computations, site visits, and research are required.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	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 –

After a thorough review of the Interior Design Curriculum by an independent accreditation consultant, it was suggested that the content covered in the Lighting and Building Systems (ARID 3350) course was too much for students to acquire the level of understanding that the Council for Interior Design Accreditation professional standards needed for compliance. The development of this proposed course would allow for a detailed focus on building construction methods and theories along with the buildings regulations, codes, guidelines and standards that are part of building processes. This change will provide students in both courses with a better learning environment so that they might more effectively achieve the appropriate understanding level required by CIDA professional standards.

**** 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 –

The Department of Art & Design/ID program is planning for a CIDA accreditation site visit in Spring 2021. CIDA site visitors/accreditors will prepare a detailed report about how effectively the ID curriculum is meeting current CIDA standards.

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



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	HOLLIS BARNETT		11/30/18
College/Division Executive Committee	Michael Scaum		11/29/18
Dean/Director	A. Blake Pearce		12-3-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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

- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
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Valdosta State University – NEW COURSE Form

- [Request for a NEW COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	HOLLIS BARNETT	[Signature]	11/30/18
College/Division Executive Committee	Michael Saunders	[Signature]	4/29/18
Dean/Director	A. Blake Pearce	[Signature]	12-3-15
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):

SYLLABUS

10/16/2018

Valdosta State University - College of the Arts - Department of Art & Design

ARID 3370 Construction Methods and Building Regulations**Credit Load: 2-2-3**

CATALOGUE DESCRIPTION: Introduction to construction methods and building regulations that affect design, development, and implementation of built environments. Content includes interdisciplinary factors that are part of construction processes along with international, national, regional, local, and industry standards that govern construction of built environments. Case studies, computations, site visits, and research are required.

TEXT: Please refer to the Course outline.

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:

[Aligned with selected VSU General Education Outcomes, CIDA, and NASAD Standards]

Upon successful completion of this course;

1. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. (VSU)
2. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. (VSU)
3. Students will demonstrate schematic drawings for building construction methods.
4. Students will demonstrate the principles of building construction and understand how regulations affect construction processes.
5. Students will engage in information gathering, research, analysis, and communication of solutions.
6. Students will demonstrate the understanding of international, national, regional, local and industry standards, guidelines, codes and other regulatory policies to small scale projects.
7. Students will use the understanding of international, national, regional, local and industry standards, guidelines, codes and other regulatory policies to small scale projects to enhance the health, safety, welfare, and performance of building occupants.

SELECTED ASSESSMENTS and/or EVALUATIONS: Methods of evaluation may include:

1. Oral presentations of projects.
2. Evaluation of projects.
3. Demonstration of key concepts and components of design through creative projects.
4. Examination of covered building construction theories, terminologies, regulations.
5. Online assessment activities to assist in student engagement with course materials.

CLASSROOM POLICIES:**Attendance:**

The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

***See Course Outline for additional details regarding attendance.*

Computer labs and storage of digital data:

The Department of Art & Design may provide students with an option to use computers, servers or other data storage devices to save coursework and digital artifacts. The Department of Art & Design will not be held liable for the theft, loss or destruction of any information stored on computers or other data storage devices.

Students should regularly back up digital work on a personal storage device. The Department of Art & Design computers are used by the VSU community and are not intended to function as a secure portal for personal Internet activity.

Email Communication:

VSU-related correspondence should be conducted via VSU email addresses for both student & instructor.

Reproduction of Photographic Images:

During the semester your instructor or other representatives from Valdosta State University may photograph you or your art work for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU or the Department of Art & Design, please submit a written statement to the Department office so that we may honor your request.

Student Evaluations:

Student Opinion of the Instruction (SOI) will be given online. You will be notified when it is time to complete the SOI. Your opinion is an important part of an instructor's performance evaluation and a tool to help faculty improve their teaching. Please take the time to complete the online SOI once you have been notified that this service is active.

Storage of studio materials:

Students currently enrolled in studio courses may use studio lockers, flat files, bins, closets, or other storage facilities as directed by the instructor. The Department of Art & Design is not responsible for damage, theft, loss, or destruction of personal property including items left unattended in a hallway, restroom or classroom. Fine Arts Building hall lockers are assigned by Whitehead Control whitehead@valdosta.edu and all materials must be removed at the end of the academic year each May.

Storage of flammable materials:

All flammable materials MUST be stored in a designated fireproof cabinet located in studio areas. UNDER NO CIRCUMSTANCES should spray paint, aerosol, liquid or solid flammable materials be stored in a standard VSU locker or storage area.

The Academic Support Center (ASC):

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including sciences, math, writing, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website: www.valdosta.edu/asc. Located in Langdale Hall.

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

Access Statement:

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

Academic Integrity: Honesty

Academic integrity is the responsibility of all VSU faculty and students. 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. **See the Student Handbook: Academic Integrity Violations - Cheating & Plagiarism:** www.valdosta.edu/studentaffairs

Credit:

Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes.

An hour of instruction is the equivalent to 50 minutes of class time (often called a contact hour). Contact hours and student outside academic activity hours required for specific types of courses are as follows:

Lecture Classes:

For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class time. A three-credit hour lecture course will require an average of six hours per week of student outside academic activity.

(These are minimum or average expectation for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.)

Campus Carry Law:

House Bill 280, commonly known as the "campus carry" legislation, will take effect on July 1, 2017. If you wish or need to learn more about this law, please visit the following link for additional information, guidelines, and answers to question about HB280.

http://www.usg.edu/hb280/additional_information

Student Evaluations:

Student Opinion of the Instruction (SOI) will be given online. You will be notified when it is time to complete the SOI. Your opinion is an important part of an instructor's performance evaluation and a tool to help faculty improve their teaching. Please take the time to complete the online SOI once you have been notified that this service is active.

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Notice:

The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. Students should refer to the course outline for specific expectations and policies related to the course section.

Card Swipe Access to Studios

Card Swipe access will be made available as soon as possible at the beginning of the semester. However, this process may take as long as two-weeks to complete. For this reasons, students and faculty should expect as much as a two-week delay in operation of the card swipe system and make course plans to address this delay. High security areas such as computer labs and classes with valuable equipment will not be programed for general student card swipe access. Only faculty and student monitors will be programed to open these locks. Schedules with hours of operation for these labs will be posted as soon as possible.

Card Swipe Programming Procedure

During the first week of classes students are allowed to drop and add classes and we must wait until this process is complete for class rolls to stabilize before we can request for locks to be programed. On Monday of the second week of class, the secretary will request an accurate list of students enrolled in all department classes. Once the list has been received, the secretary will submit the list to the Key Shop for programing the locks. This process takes a day or two to complete. Once the key shop notifies the departmental secretary that card swipe access is available, she will then notify faculty and they will notify their students. Once students have been notified about the availability for the card swipe system, all students should immediately test their ID card to identify any problems. Students should not wait until the night before a project is due to test their card swipe access. If a problem with the system is found, students should notify their instructor and the instructor should send an email to the secretary with the students' name, ID number, studio or lab room number and a description of the nature of the problem.

The outside card swipe access for buildings will experience similar delays. However, the request to program the outside building locks will be made by the Dean's Secretary. Any problems associated with building locks should be reported to the department secretary.

Common Card Swipe Problems

Always check to make sure you have the correct persona pin number. The magnetic strip readers in the locks can collect dirt and misread the card. The magnetic strip on the card may become damaged and the lock will have difficulty reading the card. Doors that are propped open will drain the lock batteries and reduce the ability for the locks to function. If your card is replaced, it will take 24 hours before your new card will work and you may have trouble with your persona pin number.

Course Outline 2016**ARID 3370 Lighting and Building Systems****F – 1:00pm – 1:50pm (on-line only)**

Department of Art & Design –

Tommy J. Crane, MFA, LEED AP ID+C, IDEC, ASID

Office: UC 2024

Office Phone: 229.333.5855

Email: tjcrane@valdosta.edu

Office hours: MTR 1:00 pm – 3:00 pm

Course Description:

Introduction to basic building construction methods and building regulations that affect the design, development, and implementation of built environments. The course content also addresses the interdisciplinary factors that are part of construction processes along with international, national, regional, local, and industry standards that governing the construction of built environments. Case studies, computations, site visits, and research are required.

Required Texts: (Still under review)

Kilmer, W.O. & Kilmer R. (2016). *Construction drawings and details for interiors: Basic skills* (3rd Edition), New York: John Wiley & Sons. ISBN: 9781118944356 – From your ARID 2111 - ID Studio I course.

Harmon & Kennon (2014). *Codes Guidebook for Interiors*: (6th ed.), Hoboken, NJ: Wiley. ISBN: 978-1-118-80936-5. & *Study Guide for the Codes Guidebook for Interiors*; <http://www.coursesmart.com/IR/8472162/9781118809419?hdv=6.8> From your ARID 3350 – Lighting and Building Systems Course.

Ching & Winkel (2003). *Building Codes Illustrated: A guide to Understanding the International Building Code*®, Hoboken, NJ: Wiley. ISBN: 0-471-09980-5.

Course Objectives:

Students successfully completing this course will demonstrate understanding and ability to apply the theories of building construction and the many various building regulations that professional interior designers utilize in the design profession. The learning outcomes for this course regarding interior design education and CIDA standards are as follows:

- *Standard 4: Global Context: Interior Designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.*
 - a. Students are **aware** that building technology, materials, and construction vary according to geographic locations.Student work demonstrates **understanding** of:
 - b. How social, economic, cultural, and physical contexts inform interior design.
 - c. How environmental responsibility informs the practice of interior design.The interior design program provides:
 - d. Exposure to the current and relevant events that are shaping contemporary society and the world.
 - e. Exposure to a variety of cultural norms.
- *Standard 5: Collaboration: Interior designers collaborate and also participate in interdisciplinary teams.*

Students have **awareness** of:

 - a. The nature and value of integrated design practices.
 - b. The terminology and language necessary to communicate effectively with members of allied disciplines.
 - c. Technologically-based collaboration methods specific to the built environments disciplines
- *Standard 6: Business Practices and Professionalism: Interior designers understand the principles and processes that define the profession and the value of interior design to society.*

Students have **awareness** of the:

 - a) contexts for interior design practice.
 - b) impact of a global market on design practices.
 - c) breadth and depth of interior design's impact and value.
- *Standard 7: Human-Centered Design: Interior designers apply knowledge of human experience and behavior to designing the built environment.*

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Students have **awareness** of the:

 - a) contexts for interior design practice.
 - b) impact of a global market on design practices.
 - c) breadth and depth of interior design's impact and value.
- *Standard 7: Human-Centered Design: Interior designers apply knowledge of human experience and behavior to designing the built environment.*

Student work demonstrates **understanding** of:

- a. Theories related to the impact of the built environment on human experience, behavior, and performance.
- b. The relationship between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance.

- *Standard 8: Design Process: Interior designers employ all aspects of the design process to creatively to solve a design problem.*
 - h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

- *Standard 9. Communication Interior designers are effective communicators.*

Students are **able** to effectively:

- a) distill and visually communicate data and research.
- b) express ideas and their rationale in oral communication.
- c) express ideas and their rationale in written communication.

Program Expectations The interior design program provides opportunities for:

- f) exposure to evolving communication technologies.
- g) students to develop active listening skills in the context of professional collaboration.

- *Standard 13. Products and Materials Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.*

Student work demonstrates **understanding** of:

- c) typical fabrication, installation methods, and maintenance requirements.
- d) appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.

- *Standard 15. Construction Interior designers understand interior construction and its interrelationship with base building construction and systems.*

- a) Students have **awareness** of the environmental impact of construction.

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- b) base-building structural systems and construction methods.
- c) interior systems, construction, and installation methods.
- d) detailing and specification of interior construction materials, products, and finishes.
- e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- f) monitoring systems pertaining to energy, security, and building controls systems.
- g) vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are **able** to:

- i) read and interpret base-building construction documents.
- j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

- *Standard 16. Regulations and Guidelines Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.*

- a) Students have **awareness** of the origins and intent of laws, codes, and standards.

Student work demonstrates **understanding** of:

- b) standards and guidelines related to sustainability and wellness.
- c) sector-specific regulations and guidelines related to construction, products, and materials.

Student work demonstrates the **ability** to apply:

- d) federal, state/provincial, and local codes including fire and life safety.
- e) barrier-free and accessibility regulations and guidelines.

Instructor's Objectives:

- Provide a learning experience that is relevant and significant to important issues within building construction methods and theories and broader contemporary cultural issues outside the field of design.

- Provide a learning experience that is relevant and significant to important issues with building regulations, codes, standards and guidelines based on international, national, state, local and industry.
- Provide a learning opportunity to allow students to achieve educational experiences competitive on an international level.
- Provide a learning experience that is challenging and potentially rich in individually-based outcomes.
- Enhance learning through presentation, facilitation, discussion, and consultation with students in independent and group interactions.

Meeting with the Instructor: All students are strongly encouraged to meet and discuss with the instructor any concerns with the course. This includes but is not limited to policies outlined in this introduction, evaluations, or other matters concerning academic performance or classroom procedures. It is the desire of the instructor to enable excellence in the learning for all students. Communication is essential to provide a positive learning environment. Please do not hesitate to communicate concerns, comments, or suggestions to the instructor in a professional and useful manner. Even if you just want to sit down and discuss design, or your academic or professional future please see the instructor during office hours or by appointment. The instructor will strive to provide excellence in education for all students in a manner that does not compromise program and/or ethical standards. Please meet with the instructor during scheduled office hours as listed above. If you are unable to meet during the listed office hours, you may make an appointment for another time.

Guest Speakers:

It is possible that guest lecturers/ speakers could be asked to present to the course. Students are expected to treat the guest(s) as they would their instructor. Any actions that are viewed as inappropriate, disrespectful, or in any other way hurtful will result in disciplinary actions that could include removal from the course.

Course Policies and Requirements:

Attendance:

Attendance of the course is required. Students are expected to attend all class meetings and to be punctual. Any necessary absences need to be prearranged. You are allowed (6) six absences during class periods; more than (6) six absences will result in a grade reduction of a half a letter grade for every absence over (6) six in the course. University policy

To meet attendance policies students must:

- Show up for class on time.
- Be engaged in scheduled class activities for the entire class period.
- Stay in class for the entire period.
- The instructor will provide an attendance sheet each class period. It is the responsibility of the student to sign the attendance sheet on the day attendance is taken. An unsigned attendance sheet, for any reason, constitutes an absence.

If a student does not meet the above policies, they will be counted absent.

Students are responsible for all material covered, even on days of absence. In the case of an absence, it is the responsibility of the student to contact other class members for notes. Lectures and presentations in their entirety will not be repeated. **An absence does not excuse deadlines. There will be a ten (10) percent deduction for EVERY DAY a project is late unless otherwise approved by the instructor (see below). After 5 days, late projects will not be accepted. Every day includes all weekdays between course times. Weekends and holidays are NOT included. Attendance will affect your class participation grade in the course.**

It is the discretion of the instructor to allow students to make up work or have extended due dates due for an absence of any reason. **Only missed days due to illness or emergency in the immediate family will be considered for extensions and make up.** Students must be prepared to provide evidence to the reason of the absence if they desire to have extended due dates or to make up work.

Participation:

In order for students to be successful in this course, they must have a thorough understanding of all assigned reading materials as well as the lecture material, exercises, and class discussions; therefore, class participation and timely completion of assignments are mandatory. Students are responsible for presenting concepts both visually and orally. Students must check the Blazeview site and school email on a regular basis to check for announcements, assignments, discussions, etc.

Readings / Discussions: To maximize learning in this semester, each week it is critical to read the assigned readings. A Blazeview discussion question/assignment and quiz will be posted each week, and each student will submit answers based on course readings.

General Discussion Guidelines:

Discussions: Questions for each topic will be posted regularly by the instructor on Blazeview for discussion. These questions are written according to topics on the chapter(s). Students should be thoughtful in their answers which should reveal the knowledge and

- Provide a learning experience that is relevant and significant to important issues with building regulations, codes, standards and guidelines based on international, national, state, local and industry.
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Readings / Discussions: To maximize learning in this semester, each week it is critical to read the assigned readings. A Blazeview discussion question/assignment and quiz will be posted each week, and each student will submit answers based on course readings.

General Discussion Guidelines:

Discussions: Questions for each topic will be posted regularly by the instructor on Blazeview for discussion. These questions are written according to topics on the chapter(s). Students should be thoughtful in their answers which should reveal the knowledge and

understanding students have acquired from readings of the chapter(s). A written answer is expected to contain between 100 and 300 words. Students are strongly encouraged to respond to and comment on posted answers promptly.

Internet exercises: The instructor may provide internet exercises for important topics. In an exercise, students will visit selected websites and write analyses of these sites of approximately 200 words. Written exercises should be posted on the discussion board under particular topics organized by Blazeview. In the writing of an exercise, students are advised to use word processing software to create the document, and employ spelling/grammatical checkers to correct errors, and use the word counter to calculate the correct number of words in the document. The finished document can be uploaded or copied and pasted into the discussion thread.

Late responses: It should be noted that any written exercises posted after the due dates will be marked down at least two (2) points. If there are technical difficulties or unusual circumstances that prevent students from submitting the exercises on time, students must discuss them with the instructor before the announced deadline. DO NOT wait until the deadline has passed to discuss an extension.

Discussion / Dropbox Requirements: A portion of your final grade will result from participation in the Blazeview discussions. These weekly discussions will reinforce topics covered during in-class discussions or assigned readings. You will follow this procedure:

1. Login to Blazeview. Click on your ARID 3370 course, then click on the weekly Dropbox assignment to open the weekly discussion topic. The instructor will initiate the discussion by posting a question / topic or assignment / exercise. Students then upload file to dropbox in response. Look for additional discussions that require actual discussion amount the students and faculty member based off weekly selected topics.
2. The first student to post to the discussion will open a "new thread" and enter a descriptive phrase in the subject line that will give others a general idea of the posting content. This will help in organization of the discussions.
3. The second student to post will open a new thread responding to the initial question or topic. Students are encouraged to reply to fellow students post if they are elaborating on, critiquing, or clarifying previous messages.
4. Each student is required to participate by posting a least one time during weekly discussions. Participation points will be awarded based on content of student postings. Off topic postings, negative statements directed towards others, single word postings will not count toward the minimum requirements. The instructor must approve all postings before they are visible to other students.
5. Students are encouraged to cite sources from weekly readings to direct discussions based on the weekly topic.

Practice of taught skills: To maximize learning in this semester, each week it is critical for students to practice taught lighting and building systems vocabulary. This includes learning and using the correct vocabulary that the instructor covers each week. Not doing so will be clearly visible in students' work and point deductions will be taken off based on degree of error(s).

Personal Media Items: Laptops are not allowed in the classroom. Cell phones must be turned off and put away before class begins. If caught texting while in class, you will receive a warning and be asked to then search the topic we are covering in class. You will then be required to provide a summary of what your search reveals about said topic. If caught again, you will be asked to turn your cell phone over to the instructor until the end of the class OR leave the room and on a third time asked to leave the class room for an absence. More than three times texting will result in withdrawal from the course failing.

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

Academic Honesty & Integrity:

The University's policies on dishonest scholastic work place full responsibility on the student for the content and integrity of all work submitted. The issue of integrity is a priority in the Interior Design program and is a matter that is the basis of the ethical standards of the design profession. All Valdosta State University policies and procedures for academic integrity are in full implementation within this course.

Upholding Honesty: Academic integrity and honesty are basic values of Valdosta State University. Students are expected to follow standards of academic integrity and honesty. Academic misconduct implies dishonesty or deception in fulfilling academic requirements and includes, but is not limited to, cheating, plagiarism, or the furnishing of false information to the university or a university affiliate in academic related matters. An affiliate of the university is any person, organization, or company that works in conjunction with Valdosta State University for the purposes of assisting students in fulfilling their academic requirements.

For the complete Valdosta State University Academic Integrity guidelines see:
<http://ww2.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

It is assumed all work will be that of the individual student. Academic dishonesty will be dealt with as outlined in the Student Handbook. **Utilizing work that is not of the student's own creation or is a direct copy of another's work will result in receiving a failing grade for the project /assignment for the first offense and reporting to Student Affairs. A second offense will result in the failing grade for the course and will be dealt with by the University's Judiciary Committee.**

Digital Media Policy:

- All electronic files created for course work in Interior Design are the responsibility of the student. Each student is to maintain back-up files for all work. Students are only to hand in copies of electronic files for course assignments.
- Lost, damaged, or erased computer files will be considered incomplete work and may be evaluated as if the assignment or project was not completed.
- You are to maintain a back-up copy of all course work some digital media format. You are strongly encouraged to make back-up copies of your work on a daily basis.

Evaluation Criteria: All assignments will be collected by the instructor for accreditation purposes.

Attendance: **poor attendance will affect your grade as described above**

Students are expected to bring a professional attitude to all aspects of this course. This includes supporting a good learning environment and bring engaged in course activities. (In some circumstances such as, but not limited to, students contributing to a negative educational experience for peers, may result in more than a reduction in the final grade, withdrawal failing from the course or failing the course.)

All students will be graded in the context of being a design student with the appropriate knowledge and prerequisite coursework. It should be clearly understood that evaluations and grades are made in this context. Further course work builds upon the knowledge and experiences of this course. Successful completion of projects and assignments are in the context of a student and future courses will have expectations of significant improvement compared to work created in this course.

Final grades are given under the following guidelines: Coursework: what you need to do in this course:

1. Attend class sessions: 5% of course grade

Pay attention, take part in discussions, and do not sleep in class! Impress me with your intelligence and curiosity, learn things and become a more civilized, capable, and mature person.

Participation: active, regular contributions to class discussions will add a total of **5%** -**Regular non-contribution**, sleeping, or other forms of disengagement will reduce a total of **5%**

2. Four exams: 40% of course grade

Students will take 4 in class tests. Each is worth 10% of the final grade. The tests will draw from class lectures, discussions, and assigned readings. Unannounced quizzes on the readings may occur.

exam 1:	TBD	10%	exam 3:	TBD	10%
exam 2:	TBD	10%	exam 4:	TBD	10%

3. Construction Types Project: 15% of course grade: (In review)

Luminaire project provides students with learning customization design and production.

4. NCIDQ Practicum plans projects: 15% of course grade: (In review)

Project to demonstrate students understanding of the discussed lighting and building systems by producing a plan, schedule and other construction documents to reveal student's design.

5. Blazeview Dropbox Assignments / Discussions: 10% of your final grade.

6. Weekly Online Blazeview Quizzes: Covering lectures: 10% of your final grade.

7. Design Research Binder – Collection of assignments, research and materials for the course. 5% of final grade

Grading Scale:

A = 100 – 95%
 A- = 94 – 90%
 B+ = 87 – 89%
 B = 84 – 86%

B- = 80 – 83%
 C+ = 77 – 79%
 C = 74 – 76%
 C- = 70 – 73%

D+ = 67 – 69%
 D = 64 – 66%
 D- = 60 – 63%
 F = Less than 60%

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C+ = 77 – 79%
C = 74 – 76%
C- = 70 – 73%

D+ = 67 – 69%
D = 64 – 66%
D- = 60 – 63%
F = Less than 60%

- Tentative Course Schedule: (IN REVIEW)**

[illegible]



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

10/26/2018

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

College: College of the Arts

Dept. Initiating Request: Art & Design

Requestor's Name: Kyoung-Im Park

Requestor's Role: Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

ARID

NEW Course Number:
(Consult #s in the catalog)

4340

Proposed NEW Course Title: Contemporary Design Issues

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Contemporary Design Issues

Prerequisite(s): ARID 3112 and ARID 3350

Lecture Hours: 0

Lab Hours: 6

Credit Hours: 3

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

The research and planning of built environments in connection to contemporary design issues such as: sustainability, resource allocation, life-cycle assessment, etc. Projects emphasize design processes, creative problem solving, and effective communication through standards of construction documents and various visual media. Field trips, case studies, and site visits may be required.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2019

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 –

After a thorough review of the Interior Design curriculum by an independent accreditation consultant, it was suggested that the topical and progressive content covered in one of the interior design elective courses -- Special Topics in Interior Design: Sustainable Design (ARID 4000) -- be incorporated into a required course. The course content and objectives will better align with the established professional standards required by the Council for Interior Design Accreditation (CIDA). After review of the current curriculum from various peer and aspirational intuitions, many offer similar courses to cover required content.

**** 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 –

The Department of Art & Design/ID program is planning for a CIDA accreditation site visit in Spring 2021. CIDA site visitors/accreditors will prepare a detailed report about how effectively the ID curriculum is meeting current CIDA standards.

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



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	HOLLIS BARNETT	[Signature]	11/30/18
College/Division Executive Committee	Michael T. Schmidt	[Signature] for MTS	12-3-18
Dean/Director	A Blake Pearce	[Signature]	12-3-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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

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

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

College:

Select One.

Department(s):

SYLLABUS

Valdosta State University - College of the Arts – Department of Art & Design

ARID 4340 CONTEMPORARY DESIGN ISSUES

Credit load: 0-6-3

CATALOGUE DESCRIPTION: The research and planning of built environments in connection to contemporary design issues such as: sustainability, resource allocation, life-cycle assessment, etc. Projects emphasize design processes, creative problem solving, and effective communication through standards of construction documents and various visual media. Field trips, case studies, and site visits may be required.

TEXT: Assigned readings by Instructor

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:

[Aligned with selected VSU General Education Outcomes, CIDA, & NASAD Standards]

Upon successful completion of this course;

1. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. (VSU)
2. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. (VSU)
3. Students will use appropriate studio hygiene, including cleanliness, safety, and studio policies.
4. Students will use computer and information technology when appropriate.
5. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
6. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
7. Students will demonstrate knowledge of the technical aspects of construction and building systems, and energy conservation, as well as working knowledge of legal codes and regulations related to construction, environmental systems, and human health and safety and the ability to apply such knowledge appropriately in specific project programs.
8. Students will utilize regular access to materials, equipment, and library resources related to the study of interior design.
9. Students will have opportunities to develop an area of emphasis in at least one interior design area.
10. Students will present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).

SELECTED ASSESSMENTS and/or EVALUATIONS: Methods of evaluation may include:

1. Attendance and adherence to studio policies and studio practices;
2. Completion of all assignments on time;
3. Strong conceptual development and creative ideas;
4. Application of principles and elements of design and integrated use of materials and color;
5. Clean, professional graphic execution;
6. Effective and grammatically correct written presentation;
7. Participation and cooperation in class and in critiques both as a presenter and an active listener.

CLASSROOM POLICIES:

Attendance:

The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course. **See Course Outline for additional details regarding attendance.

Computer Labs and Storage of Digital Data:

The Department of Art & Design may provide students with an option to use computers, servers or other data storage devices to save coursework and digital artifacts. The Department of Art & Design will not be held liable for the theft, loss or destruction of any information stored on computers or other data storage devices. Students should regularly back up digital work on a personal storage device. The Department of Art & Design computers are used by the VSU community and are not intended to function as a secure portal for personal Internet activity.

Email Communication:

VSU-related correspondence should be conducted via VSU email addresses for both student & instructor.

Reproduction of Photographic Images:

During the semester your instructor or other representatives from Valdosta State University may photograph you or your art work for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU or the Department of Art & Design, please submit a written statement to the Department office so that we may honor your request.

Student Evaluations:

Student Opinion of the Instruction (SOI) will be given online. You will be notified when it is time to complete the SOI. Your opinion is an important part of an instructor's performance evaluation and a tool to help faculty improve their teaching. Please take the time to complete the online SOI once you have been notified that this service is active.

Storage of Studio Materials:

Students currently enrolled in studio courses may use studio lockers, flat files, bins, closets, or other storage facilities as directed by the instructor. The Department of Art & Design is not responsible for damage, theft, loss, or destruction of personal property including items left unattended in a hallway, restroom or classroom.

Storage of Flammable Materials:

All flammable materials MUST be stored in a designated fireproof cabinet located in studio areas. UNDER NO CIRCUMSTANCES should spray paint, aerosol, liquid or solid flammable materials be stored in a standard VSU locker or storage area.

The Academic Support Center (ASC):

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including sciences, math, writing, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Call 229-333-

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7570 to make an appointment, email us at asc@valdosta.edu, or visit our website: www.valdosta.edu/asc. Located in Langdale Hall.

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

Access Statement:

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

Academic Integrity:

Academic integrity is the responsibility of all VSU faculty and students. 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. See the Student Handbook: Academic Integrity Violations - Cheating & Plagiarism: www.valdosta.edu/studentaffairs

Credit:

Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes.

An hour of instruction is the equivalent to 50 minutes of class time (often called a contact hour). Contact hours and student outside academic activity hours required for specific types of courses are as follows:

Laboratory / Studio Classes:

For each two hours of laboratory or studio classroom instruction, students are expected to work a minimum of one hour outside normal class time completing assignments. A three-credit hour laboratory course will require a minimum average of three hours per week of student outside academic activity. (These are minimum or average expectation for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.)

Lecture Classes:

For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class time. A three credit hour lecture course will require an average of six hours per week of student outside academic activity.

(These are minimum or average expectation for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.)

Notice:

The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. Students should refer to the course outline for specific expectations and policies related to the course section.

Card Swipe Access to Studios

Card Swipe access will be made available as soon as possible at the beginning of the semester. However, this process may take as long as two-weeks to complete. For this reasons, students and faculty should expect as much as a two-week delay in operation of the card swipe system and make course plans to address this delay. High security areas such as computer labs and classes with valuable equipment will not be programed for general student card swipe access. Only faculty and student monitors will be programed to open these locks. Schedules with hours of operation for these labs will be posted as soon as possible.

Card Swipe Programing Procedure

During the first week of classes students are allowed to drop and add classes and we must wait until this process is complete for class rolls to stabilize before we can request for locks to be programed. On Monday of the second week of class, the secretary will request an accurate list of students enrolled in all department classes. Once the list has been received, the secretary will submit the list to the Key Shop for programing the locks. This process takes a day or two to complete. Once the key shop notifies the departmental secretary that card swipe access is available, she will then notify faculty and they will notify their students. Once students have been notified about the availability for the card swipe system, all students should immediately test their ID card to identify any problems. Students should not wait until the night before a project is due to test their card swipe access. If a problem with the system is found, students should notify their instructor and the instructor should send an email to the secretary with the students' name, ID number, studio or lab room number and a description of the nature of the problem.

The outside card swipe access for buildings will experience similar delays. However, the request to program the outside building locks will be made by the Dean's Secretary. Any problems associated with building locks should be reported to the department secretary.

Common Card Swipe Problems

Always check to make sure you have the correct persona pin number. The magnetic strip readers in the locks can collect dirt and misread the card. The magnetic strip on the card may become damaged and the lock will have difficulty reading the card. Doors that are propped open will drain the lock batteries and reduce the ability for the locks to function. If your card is replaced, it will take 24 hours before your new card will work and you may have trouble with your persona pin number.

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SYLLABUS (Detailed - "Course Outline")

Department of Art & Design - College of the Arts – Valdosta State University

ARID 4340 CONTEMPORARY DESIGN ISSUES

Credit load: 0-6-3

INSTRUCTOR: Kyoungim Park

OFFICE: UC 2011

OFFICE PHONE: 293-6269

E-MAIL: kpark@valdosta.edu

OFFICE HOURS: Monday 10-11, 1-2 Wednesday 10-11, 1-2 Friday 10-11 (or by appointment)

ASSIGNMENTS: To be determined in class. Students will design a commercial interior space with the Well Building Standard, biophilia, and human experience and behavior in environments. All assignments must be submitted on appointed due dates or the work will be penalized one letter grade for each 24 hour period the work is late. Procrastination will not be tolerated.

GRADING STANDARDS: Respective weights for these projects will be:

▪ Project I	40%
▪ Weekly Assignments	20%
▪ Researches	15%
▪ Design Journal Binder	15%
▪ Class attendance	10%

Grades will be determined on the basis of completion of one project, weekly assignments, researches, design journal, class attendance and meeting deadlines. **The final grade will be determined on basis of successful completion of all projects on time. You will receive a 10-point reduction in your grade for each 24-hour period that an assignment is late.**

EVALUATION CRITERIA:

The project includes a research component, as well as presentation of preliminaries and final drawings. A student work is graded on the following detailed evaluation criteria.

- **Quality of Weekly Assignments (Design Process)**
- **Researches**
- **Understanding and Complying with Sustainability**
- **Application of Building Codes, Regulations, and Guidelines**
- **Space planning: Zoning, Traffic Flow, Furniture Layout**
- **Clarity and Concept/Originality**
- **Creativity and Esthetic**
- **Application of Principles and Elements of Design**
- **Application of Human-centered Design**
- **Color Application to Multiple Design Functions**
- **Craftsmanship**
- **Visual presentation: Drafting, Rendering, Completion**
- **Finishes**
- **Specifications and documentation**
- **Neatness, Professional Presentation**
- **Attendance**
- **Student Instructor Interaction**

- A 100%-90% Excellent work that exceeds all major grading criteria for the assignment.
Creative approach to solving problems to produce a unique visual statement.
Application of principles and elements of design and integrated use of materials and color.
Work shows application of imaginative research and insightful integration of findings.
Clean, professional graphic execution.
Outstanding drawing quality and rendering effectiveness.
Skillful in graphic, verbal and written methods of communication in design process and presentation applications.
A well-integrated application of the process and an excellent use of materials.
Demonstrated additional effort through experimentation and design development.
Good adherence to all studio practices and course policies.
- B 89%-80% Above average work that meets all major grading criteria for the assignment.
Creative approach to solving problems to produce a unique visual statement.
Good work.
Strong synthesis of intellectual content and aesthetics is evident.
Shows broad concern for inquiry and insight into the use of program and research data.
Competent approach to solving the design problem is demonstrated.
Work communicates good conceptual and/or expressive idea(s).
Demonstrated fair effort through experimentation and design development.
Good adherence to most studio practices and course policies.
- C 79%-70% Average work that meets most major grading criteria for the assignment.
Meets minimum requirements.
Basic design concept development attempted.
Routine use of materials.
Limited research.
Adequate idea development, but possibilities are not extensively developed.
Distinct problems in execution.
Demonstrated minimum effort through experimentation and design development.
Inconsistent adherence to studio practices and course policies.
- D 69%-60% Below average work that fails to meet most major grading criteria for the assignment.
Work displays minimal or no change in professional capabilities and skills.
Needs improvement.
Unimaginative and dull presentation.
Contains errors.
Incomplete achievement of requirements, goals and objectives stated in the brief and in studio instruction.
Design thinking does not comprehensively respond to project issues and criteria.
Lacks involvement with experimentation and design development.
Poor observance of studio practices and course policies
- F 59%- 0% Unacceptable work that is incomplete or fails to meet all major grading criteria of assignment.
Work lacks evidence of motivation or interest on the part of the student in professional design practices or the design process.
Work does not demonstrate ability to synthesize requirements, standards, skills, and experience.
Failure to submit work.

- A 100%-90%** Excellent work that exceeds all major grading criteria for the assignment.
 Creative approach to solving problems to produce a unique visual statement.
 Application of principles and elements of design and integrated use of materials and color.
 Work shows application of imaginative research and insightful integration of findings.
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 Work does not demonstrate ability to synthesize requirements, standards, skills, and experience.
 Failure to submit work.

Lacks involvement with the overall development of the assignment.
Poor observance of all studio practices and course policies

PROJECT OBJECTIVES:

- Acquire experience and further knowledge of the design process with design problem solving in space planning.
- Apply sustainable design strategies to improve human and environmental wellbeing.
- Apply biophilic design theory related to the impact of the built environment on human experience, behavior, and performance.
- Apply the design elements and principles.
- Apply human factors, ergonomics, and universal design principles to design solutions.
- Apply wayfinding techniques to design solutions.
- Use and comply the international building codes and standards.
- Apply ADA code to a space plan.

CLASS WORK TIME:

Students are expected to be prepared to work in class the instructor informs the students otherwise. Working in class is an important part of a studio class experience. Ideas are exchanged and questions raised by one student benefit all students. Exercise and projects will span longevities of a few days to several weeks, followed by a class critique or presentation, as suitable to the project.

CIDA PROFESSIONAL STANDARDS:

This course meets following CIDA professional standards.

Standard 4. Global Context

a) Students are aware that building technology, materials, and construction vary according to geographic location.

Student work demonstrates understanding of:

c) how environmental responsibility informs the practice of interior design.

Standard 7. Human-Centered Design

Student work demonstrates understanding of:

a) theories related to the impact of the built environment on human experience, behavior, and performance.

b) the relationship between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance.

Student work demonstrates the ability to:

c) gather and apply human-centered evidence.

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

e) apply human factors, ergonomics, and universal design principles to design solutions.

f) apply wayfinding techniques to design solutions.

Standard 8. Design Process

a) Student work demonstrates the ability to apply space planning techniques throughout the design process.

Student work demonstrates the ability to apply knowledge and skills learned to:

- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidenced-based design solutions.
- f) explore and iterate multiple ideas.
- g) design original and creative solutions.
- h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Standard 9. Communication

Students are able to effectively:

- a) distill and visually communicate data and research.
- b) express ideas and their rationale in oral communication.
- c) express ideas and their rationale in written communication.
- d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 11. Design Elements and Principles

- a) Students understand the elements and principles of design and related theories, including spatial definition and organization.

Student work demonstrates the ability to:

- b) explore a range of two- and three-dimensional design solutions using a variety of media.

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

- a) Students are aware of the environmental impact of illumination strategies and decisions.

Students understand:

- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light.
- d) Students competently select and apply luminaires and light sources.
- e) Students have awareness of a range of sources for information and research about color.
- f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates understanding of:

- g) color terminology.
- h) color principles, theories, and systems.
- i) color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.²
- l) use color solutions across different modes of design communication.

Standard 13. Products and Materials

- a) Students are aware of the influence of furnishings, objects, materials, and finishes on human and environmental wellbeing.¹

Student work demonstrates the ability to apply knowledge and skills learned to:

- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidenced-based design solutions.
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- a) Students understand the elements and principles of design and related theories, including spatial definition and organization.

Student work demonstrates the ability to:

- b) explore a range of two- and three-dimensional design solutions using a variety of media.

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

- a) Students are aware of the environmental impact of illumination strategies and decisions.

Students understand:

- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light.
- d) Students competently select and apply luminaires and light sources.
- e) Students have awareness of a range of sources for information and research about color.
- f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates understanding of:

- g) color terminology.
- h) color principles, theories, and systems.
- i) color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.²
- l) use color solutions across different modes of design communication.

Standard 13. Products and Materials

- a) Students are aware of the influence of furnishings, objects, materials, and finishes on human and environmental wellbeing.¹

Student work demonstrates understanding of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- c) typical fabrication, installation methods, and maintenance requirements.
- d) appropriate design or specification of products and materials in relation to project criteria and human and environmental wellbeing.
- e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- f) Students are able to design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

Standard 14. Environmental Systems and Comfort

a) Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

Students understand:

- b) the principles of acoustical design.
- c) appropriate strategies for acoustical control.
- d) the principles of thermal design.
- e) how active and passive thermal systems and components impact interior design solutions.
- f) the principles of indoor air quality.
- g) how the selection and application of products and systems impact indoor air quality.

Standard 15. Construction

a) Students have awareness of the environmental impact of construction.

Student work demonstrates understanding that design solutions affect and are impacted by:

- e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- f) monitoring systems pertaining to energy, security, and building controls systems.

Standard 16. Regulations and Guidelines

a) Students have awareness of the origins and intent of laws, codes, and standards.

Student work demonstrates understanding of:

- b) standards and guidelines related to sustainability and wellness.
- c) sector-specific regulations and guidelines related to construction, products, and materials.

Student work demonstrates the ability to apply:

- d) federal, state/provincial, and local codes including fire and life safety.
- e) barrier-free and accessibility regulations and guidelines.

ETHICAL STUDIO PRACTICES:

- Student work for this course may not be used for credit in other art courses at VSU without the expressed consent of all instructors involved. Violations of this nature are considered as severe as plagiarism and will result in the student receiving an "F" in the course (Please see Student Handbook code of ethics).
- You must complete the majority of the work in the classroom. Any work that is presented at critique that has never been seen by the instructor will not receive a grade. Students that do not work on their projects in class will be counted as absent.
- Attendance for this class is required. Attendance means that you utilize your time in class to complete your work. Any student leaving class early will not be given credit for attending class.

When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course. ***See Course Outline for additional details regarding attendance.*

- Any act of plagiarism will result in the student receiving a failing grade in the course.

ADDITIONAL COURSE INFORMATION: (at the instructor's discretion)

TECHNOLOGY, HEALTH AND SAFETY:

**** For your Health and Safety, NO food or drink allowed in the studios.**

**** No Smoking in or around the studio****

Technology, Cell Phones, iPods, Earbuds, headphones and other electronic devices are not permitted in this studio. These devices are a distraction to a positive learning environment and may result in missed instruction or personal injury. They have also been linked to misconduct during exams. A. Leave your phone at home or in your car, B. Set it to vibrate so it does not interrupt the class or distract your classmates & professor. *Students that do not adhere to this rule will receive a reduction in their grade, possible F or Withdrawal from the course* Students who abuse the use of tools and equipment leave messy work areas, and don't follow proper Studio Protocol, or Safety Procedures, etc., will be noted, grades will be affected, and if necessary - charges levied.

END OF TERM:

Unless prior arrangements are made with the instructor any work or tools left by the student becomes the property of the VSU Art Department. All flat files must be cleaned out at the end of each term.

When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course. ***See Course Outline for additional details regarding attendance.*

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END OF TERM:

Unless prior arrangements are made with the instructor any work or tools left by the student becomes the property of the VSU Art Department. All flat files must be cleaned out at the end of each term.

Tentative schedule, subject to change

ARID CONTEMPORARY DESIGN ISSUES

Course Calendar

Fall 2019

Class Session Assignment

Aug 12 Wk 1 Ses 1 Introduction to Project I

Aug 15 Wk 1 Ses 2 Class Lecture (Concept of Sustainable Design and Building and Product Assessment Standards)

Aug 19 Wk 2 Ses 1 Class Lecture (Site and Water)

Aug 21 Wk 2 Ses 2 Class Lecture (Energy Efficiency and Indoor Environment Quality)

Aug 26 Wk 3 Ses 1 Begin formulating Floor Plan Space Planning and Furniture Layout

Aug 28 Wk 3 Ses 2 Space Planning and Furniture Layout

Sep 2 Wk 4 Ses 1 **Labor Day - No Class**

Sep 4 Wk 4 Ses 2 Space Planning and Furniture Layout

Sep 9 Wk 5 Ses 1 Class Work: Floor Plan

Sep 11 Wk 5 Ses 2 **Floor Plan with Furniture Due for Cold Review**

Sep 16 Wk 6 Ses 1 Class Lecture (Lighting) and Begin Reflected Ceiling Plan

Sep 18 Wk 6 Ses 2 Class Work: Reflected Ceiling Plan

Sep 23 Wk 7 Ses 1 Begin Interior Elevation Drawing

Sep 25 Wk 7 Ses 2 Class Work: Elevation Drawing

Sep 30 Wk 8 Ses 1 Class Work: Elevation Drawing

Oct 2 Wk 8 Ses 2 Class Work: Elevation Drawing

Oct 7 Wk 9 Ses 1 **Fall Break – No class**

Oct 9 Wk 9 Ses 2 **Reflected Ceiling Plan and Elevation Drawings Due**

Oct 14 Wk 10 Ses 1 Class Lecture (Building Components, Finishes, and Furnishing)

Oct 16 Wk 10 Ses 2 **Full Preliminary Due**

Oct 21 Wk 11 Ses1 Class Lecture (Building Components, Finishes, and Furnishing)

Oct 23 Wk 11 Ses 2 Class Work: Perspective Drawing & Rendering

Oct 28 Wk 12 Ses 1 Class Work: Perspective Drawing & Rendering

Oct 30 Wk 12 Ses 2 Class Work: Perspective Drawing & Rendering

Nov 4 Wk 13 Ses 1 Class Work: Perspective Drawing & Rendering

Nov 6 Wk 13 Ses 2 Class Work: Perspective Drawing & Rendering

Nov 11 Wk 14 Ses 1 Class Work: Perspective Drawing & Rendering

Nov 13 Wk 14 Ses 2 Class Work: Design Journal

Nov 18 Wk 15 Ses 1 Class Work: Design Journal

Nov 20 Wk 15 Ses 2 Class Work: Board Layout Due

Nov 25 Wk 16 Ses 1 Class Work: Board Layout

Nov 27 Wk 16 Ses 2 **Thanksgiving - No Class**

Dec 2 Wk 17 Ses 1 Last Class Day

Dec 4 Wk17 Ses 2 **FINAL 2:45– 4:45 p.m.**
Project I Due: Presentation

Oct 14 Wk 10 Ses 1 Class Lecture (Building Components, Finishes, and Furnishing)

Oct 16 Wk 10 Ses 2 **Full Preliminary Due**

Oct 21 Wk 11 Ses1 Class Lecture (Building Components, Finishes, and Furnishing)

Oct 23 Wk 11 Ses 2 Class Work: Perspective Drawing & Rendering

Oct 28 Wk 12 Ses 1 Class Work: Perspective Drawing & Rendering

Oct 30 Wk 12 Ses 2 Class Work: Perspective Drawing & Rendering

Nov 4 Wk 13 Ses 1 Class Work: Perspective Drawing & Rendering

Nov 6 Wk 13 Ses 2 Class Work: Perspective Drawing & Rendering

Nov 11 Wk 14 Ses 1 Class Work: Perspective Drawing & Rendering

Nov 13 Wk 14 Ses 2 Class Work: Design Journal

Nov 18 Wk 15 Ses 1 Class Work: Design Journal

Nov 20 Wk 15 Ses 2 Class Work: Board Layout Due

Nov 25 Wk 16 Ses 1 Class Work: Board Layout

Nov 27 Wk 16 Ses 2 **Thanksgiving - No Class**

Dec 2 Wk 17 Ses 1 Last Class Day

Dec 4 Wk17 Ses 2 **FINAL 2:45- 4:45 p.m.**
Project I Due: Presentation



Valdosta State University Curriculum Form

- Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

10/26/2018

College:

College of the Arts

Dept. Initiating Request:

Art & Design

Requestor's Name:

Kyoung-Im Park

Requestor's Role:

Faculty

List of Courses
(or the program or track)

(Example: CLASS 1111 Introduction to Class)
ARID 4310 Advanced Graphics and Creative Techniques

☒ 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

2019

Select One.

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 –

In Fall 2018, the Interior Design curriculum was reviewed by an independent accreditation consultant. Although this course was identified as providing our students with advanced hand-rendering techniques that led them to produce exceptional images, that content was also strongly met in other courses and, thus, was seen as repetitive in meeting the professional standards of the Council for Interior Design Accreditation (CIDA). In place of this course, students will be required to take Contemporary Design Issues (ARID 4340), whose content better aligns with CIDA standards. For students who would like to focus on their hand rendering techniques, they could choose to take the elective course Special Topics in Interior Design: Advanced Graphics and Creative Techniques (ARID 4000).

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.



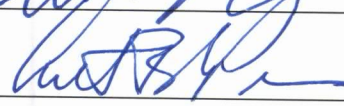
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

After a thorough review of the Interior Design curriculum by an independent accreditation consultant, it was suggested that the content covered in this course was already effectively represented within other required courses. As a result, the recommendation was made to offer this course content as an elective, which would still accommodate students who wished to learn this advanced content.



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	HOLLIS BARNETT		11/30/18
College/Division Executive Committee	Michael Sumner		11/29/18
Dean/Director	A. Blake Pearce		12-3-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- [Request to DEACTIVATE/ACTIVATE a Course/Program](#)

Approvals:	Print:	Signature:	Date:
Department Head	HOLLIS BARNETT		11/30/18
College/Division Executive Committee	Michael Sumner		11/29/18
Dean/Director	A. Blake Pearce		12-3-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

09/12/2018

*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:	Middle, Secondary, Reading and Deaf Education	
Requestor's Name:	Nanci A. Scheetz	Requestor's Role:	Faculty	
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> 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:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019	Once per Year
Degree/Program Name:	Special Education: Deaf/Hard-of-Hearing			
Current Catalog URL:				

Present Requirements:			Proposed Requirements: (hover over for instructions)		
Core Curriculum Areas A-E (42 Hours):			Core Curriculum Areas A-E (42 Hours):		
COE Health & Physical Educ Requirements (6 Hours)			COE Health & Physical Educ Requirements (6 Hours)		
KSPE 2000	Heath & Wellness for Life	2	KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2	KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1	KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1	KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0	DEAF 2999	Entry to Education	0
Core Curriculum Area F (18 Hours):			Core Curriculum Area F (18 Hours):		
ASLS 2110	American Sign Language I	3	ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3	ASLS 2120	American Sign Language II	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3	EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3	EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3	EDUC 2130	Exploring Teaching & Learning	3
ISCI 2001	Exploring or Ecosphere	3	ISCI 2001	Exploring or Ecosphere	3
	OR			OR	
ISCI 2002	Physical Sci for Early Childhd Edu Teachers	3	ISCI 2002	Physical Sci for Early Childhd Edu Teachers	3
Junior Curriculum (28 Hours):			Junior Curriculum (28 Hours):		
Fall Semester (14 Hours)			Professional Courses (61 Hours)		
			Fall Semester (14 Hours)		
ELES 3010	Planning, Instruction, and Developmentally Approp Practices	3	ELES 3010	Planning, Instruction, and Developmentally Approp Practices	3
LITR 3110	Emergent Literacy	3	LITR 3110	Emergent Literacy	3
LITR 3120	Early Literacy	3	LITR 3120	Early Literacy	3
SPEC 3000	Serving Students with Diverse Needs	3	SPEC 3000	Serving Students with Diverse Needs	3
ELED 3190	Elementary Education Practicum and Seminar: Pre-K - K	2	ELED 3190	Elementary Education Practicum and Seminar: Pre-K - K	2

Spring Semester (14 Hours)			<i>Spring Semester (14 Hours)</i>		
ELES 3020	Intermediate Assessment, Planning and Instruction	3	ELES 3020	Intermediate Assessment, Planning and Instruction	3
ELES 3210	Introduction to the Management of Learning Environments	3	<i>ELES 3210</i>	<i>Introduction to the Management of Learning Environments</i>	<i>3</i>
ELED 4500	Science and Technology in Elementary Education	3	ELED 4500	Science and Technology in Elementary Education	3
LITR 3130	Developing Literacy	3	LITR 3130	Developing Literacy	3
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2	ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2
Senior Curriculum (33 Hours):			<u>MATH 2008</u>	<u>Foundations of Numbers and Operations</u>	<u>3</u>
Fall Semester (18 Hours)			<i>Senior Curriculum (33 Hours):</i>		
ASLS 3170	American Sign Language III	3	<i>Fall Semester (15 Hours)</i>		
DEAF 3100	Orientation to Deaf Education and Language Learning	3	ASLS 3170	American Sign Language III	3
DEAF 4050	Manual Communication	3	<i>DEAF 3100</i>	<i>Orientation to Deaf Education and Language Learning</i>	<i>3</i>
MGED 3220	Reading and Writing in the Content Area for Middle Grades	3	<u>DEAF 3130</u>	<u>Orientation to Deaf Education: Communication, Culture & Language</u>	<u>3</u>
SPEC 3020	Applied Behavior Analysis for Teachers	3	DEAF 4050	Manual Communication	3
MATH 2008	Foundations of Numbers and Operations	3	MGED 3220	Reading and Writing in the Content Area for Middle Grades	3
Spring Semester (15 Hours)			SPEC 3020	Applied Behavior Analysis for Teachers	3
ASLS 3180	American Sign Language IV	3	<i>MATH 2008</i>	<i>Foundations of Numbers and Operations</i>	<i>3</i>
DEAF 3120	Classroom Management and Social Development in Deaf Children	3	<i>Spring Semester (15 Hours)</i>		
DEAF 3040	Legal & Ethical Issues for Special Educators	3	ASLS 3180	American Sign Language IV (<u>1st half of the term, will be offered in an 8-week compressed format</u>)	<u>3</u>
MGED 3991	Differentiated Classroom for Middle Grades	3	<i>DEAF 3120</i>	<i>Classroom Management and Social Development in Deaf Children</i>	<i>3</i>
MATH 3161	Mathematics for Early Childhood Teachers I	3	<u>ASLS 3210</u>	<u>American Sign Language V (2nd half of the term, will be offered on an 8-week compressed format)</u>	<u>3</u>
			DEAF 3040	Legal & Ethical Issues for Special Educators	3
			MGED 3991	Differentiated Classroom for Middle Grades	3
			MATH 3161	Mathematics for Early Childhood Teachers I	3
			<u>Summer Semester (3 Hours)</u>		
			<u>ASLS 3220</u>	<u>American Sign Language VI</u>	<u>3</u>
			<u>Total Hours Required for the Degree</u>		
			<u>127</u>		

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 –

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels>, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V and ASL VI become required courses in both majors.

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 –

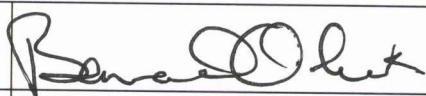

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.

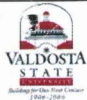


Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		11/16/18

College/Division Executive Committee	Bernard Oliver		11/16/18
Dean/Director	Bernard Oliver		11/16/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> X No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 09/12/2018
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>		
College:	College of Education and Human Services	Dept. Initiating Request: Middle, Secondary, Reading & Deaf Education Requestor's Name: Nanci A. Scheetz Requestor's Role: Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Year to be Effective: 2019 Estimated Frequency of Course Offering: Once per Year
Degree/Program Name:	American Sign Language/English Interpreting	
Current Catalog URL:		
Present Requirements:		Proposed Requirements: (hover over for instructions)

Core Curriculum Areas A-E (42 Hours):

COE Health & Physical Education Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
	Elective	3

Junior Curriculum (30 Hours):

Fall Semester (15 Hours)

ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education & Language Learning	3
INTP 3010	Intro to ASL/English Interpreting	3
SPEC 3000	Serving Students with Diverse Needs	3
ASLS 3190	Fingerspelling, Numbers, and Classifiers	3

Core Curriculum Areas A-E (42 Hours):

COE Health & Physical Education Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I (summer only)	3
ASLS 2120	American Sign Language II (summer only)	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
ASLS 3170	American Sign Language III (to be taken in fall with start of junior curriculum)	3

Junior Curriculum (30 Hours):

Fall Semester (12 Hours)

Professional Courses 60 hours		
ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education & Language Learning	3
DEAF 3130	Orientation to Deaf Education: Communication, Culture	

Spring Semester (15 Hours)

ASLS 3180	American Sign Language IV	3
DEAF 3150	Deaf Community, Culture, & History	3
DEAF 3120	Learning Cognition & Social Dev. In Deaf Children	3
DEAF 3140	Linguistics of American Sign Language	3
INTP 3150	English/ASL Translation	3

Senior Curriculum (30 Hours):

Fall Semester (15 Hours)

INTP 4010	Consecutive English/ASL Interpreting	4
INTP 4020	Consecutive ASL/English Interpreting	4
INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System	3
INTP 4040	Practicum for Educational Interpreters	4

Spring Semester (15 Hours)

INTP 4050	Simultaneous English/ASL Interpreting	3
INTP 4060	Simultaneous ASL/English Interpreting	3
INTP 4070	Simultaneous Transliterating: English to English Sign System	3
INTP 4080	Educational Interpreting Internship	6

& Language

INTP 3010	Intro to ASL/English Interpreting	3
SPEC 3000	Serving Students with Diverse Needs	3
ASLS 3190	Fingerspelling, Numbers, and Classifiers	3

Spring Semester (15 Hours)

ASLS 3180	American Sign Language IV (<u>1st half of the term, will be offered in an 8-week compressed format</u>)	3
DEAF 3120	<i>Learning Cognition & Social Dev. In Deaf Children</i>	3
DEAF 3150	Deaf Community, Culture, & History	3
ASLS 3210	<u>American Sign Language V (2nd half of the term, will be offered in an 8-week compressed format)</u>	3
DEAF 3140	Linguistics of American Sign Language	3
INTP 3150	English/ASL Translation	3

Summer Semester (3 Hours)

ASLS 3220	American Sign Language VI	3
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Senior Curriculum (30 Hours):

Fall Semester (15 Hours)

INTP 4010	Consecutive English/ASL Interpreting	4
INTP 4020	Consecutive ASL/English Interpreting	4
INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System	3
INTP 4040	Practicum for Educational Interpreters	4

Spring Semester (15 Hours)

INTP 4050	Simultaneous English/ASL Interpreting	3
INTP 4060	Simultaneous ASL/English Interpreting	3
INTP 4070	Simultaneous Transliterating: English to English Sign System	3
INTP 4080	Educational Interpreting Internship	6

Total Hours Required for the Degree 126

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

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

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels>, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V and ASL VI become required courses in both majors.

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

- | |
|--|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> 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):

- | |
|--|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source Descriptions – |

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		11/16/18
College/Division Executive Committee	Bernard Oliver		11/16/18
Dean/Director	Bernard Oliver		11/16/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		X <input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

09/12/2018

**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: MSRD

Requestor's Name: Nanci A. Scheetz

Requestor's Role: Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

DEAF

NEW Course Number:
(Consult #s in the catalog)

3130

Proposed NEW Course Title:

Orientation to Deaf Education: Communication, Culture, and Language

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Deaf Education: Culture & Lang

Prerequisite(s):

DEAF 2999 or INTP 2998

Lecture Hours: 3

Lab Hours:

Credit Hours: 3

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

Prerequisites: DEAF 2999 or INTP 2998. An overview of the field of Deaf Education with an emphasis on communication, culture, and language. The focus of this class is a general understanding of how communication, culture and language influence the life experiences and educational services of d/Deaf or hard of hearing individuals.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core
☒ Major Requirement
☐ Elective

☐ Fall
☒ Spring
☐ Summer

2019-2020

Once per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

Program faculty have noted an overlap of course content between DEAF 3100 and DEAF 3120. Upon close program review it has been determined that the content from these two courses can be combined into one course. This will provide an opportunity to add the ASL VI course which is needed by both Deaf Education and ASL/English Interpreting majors so they can increase their proficiency in American Sign Language.

**** 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 –

Review of course syllabi for DEAF 3100 and DEAF 3120 indicate there was sufficient overlap that courses could be combined into DEAF 3130 so students could enroll in ASL V and ASL VI. Course tests and assignments will be used to measure program learning outcomes.

**** 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	Barbara Radcliff		11/16/18
College/Division Executive Committee	Bernard Oliver		11/16/18
Dean/Director	Bernard Oliver		11/16/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**DEAF 3130
Orientation to Deaf Education: Communication, Culture, and Language
THREE SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
InTASC Model Core Teacher Standards***

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

CEC/CED Initial Knowledge and Skills Sets for Individuals who are Deaf or Hard of Hearing

Standard 1: Foundations

Knowledge	
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice
D&HH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing
D&HH1K2	Sociocultural, historical, and political forces unique to deaf education
D&HH1K3	Etiologies of hearing loss that can result in additional learning challenges
D&HH1K4	Historical foundations and research evidence upon which educational practice is based

Standard 2: Development and Characteristics of Learners

Knowledge	
ICC2K1	Typical and atypical human growth and development
ICC2K2	Educational implications of characteristics of various exceptionalities
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs
ICC2K6	Similarities and differences among individuals with exceptional learning needs
D&HH2K1	Cognitive and language development of individuals who are deaf and hard of hearing
D&HH2K2	Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing

Standard 3: Individual Learning Differences

Knowledge	
ICC3K1	Effects an exceptional condition(s) can have on an individual's life
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
D&HH3K1	Influence of experience and educational placement on all developmental domains

Standard 6: Language

ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
ICC6K4	Augmentative and assistive communication strategies
D&HH6K1	Components of linguistic and nonlinguistic communication
D&HH6K4	Spoken and visual communication modes

Standard 9: Professional and Ethical Practice

ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ICC9S8	Use verbal, nonverbal, and written language effectively

ICC9S10	Access information on exceptionalities
---------	--

CCIE LEARNING OUTCOMES

CCIE1. LIBERAL ARTS CONTENT

- Superior oral and/or written communication skills.
- Logical thinking, critical analysis, problem solving, and creativity.
- Knowledge and appreciation of multicultural features of society.
- Ability to make judgments in the context of historical, social, economic, scientific, and political information.
- An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT

- Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
- Minority group dynamics, prejudice, class, power, oppression, and social change.
- Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

The student will:

COURSE OBJECTIVE	ALIGNED WITH COLLEGE OF EDUCATION CFS	ALIGNED WITH CEC/CED & CCIE
CO 1. Demonstrate an understanding of the Deaf Community and how these individuals' needs are different from those who are hard of hearing.	I, II	ICC6K1, ICC6K2 CCIE1.c. CCIE1.e CCIE2.a.
CO 2. Identify and describe the anatomy and physiology of the ear, the basic principles of audiology, the types and causes of hearing loss, the various types of audiograms and the various types of hearing aid technology.	I	D&HH1K3, D&HH2K2
CO 3. Demonstrate through writing and through participation in class activities an understanding of the potential social, psychological, and emotional aspects of deafness.	I, II	D&HH1K2, ICC2K5, D&HH2K2
CO 4. Identify and describe the learning styles of deaf/hard of hearing students and the variety of educational programs that are designed for them.	I, II	D&HH1K4, ICC2K6, D&HH2K2

CO 5. Explain organizations that provide services to the deaf.	I, VI	ICC1K1, D&HH1K4
CO 6. Dispel the myths and cultural differences surrounding deafness.	I, IV	ICC6K3
CO 7. Describe the various communication modes used by d/hh consumers and how communication impacts language development, reading comprehension, and educational achievement.	I, IV	D&HH6K1, D&HH6K4, CCIE2.c.
CO 8. Identify and describe the challenges of language assessment with children who are d/hh.	I, VI	ICC6K1, D&HH6K1
CO 9. Describe language methods, approaches, and practices to use with children who are deaf or hard of hearing	I, II	ICC6K1, D&HH2K2
CO 10. Demonstrate through writing and through participation in class discussions an understanding of how members of the Deaf world view themselves, their educational, vocational, and social experiences living within the larger hearing society.	I, II	D&HH1K2, ICC3K2, ICC6K2

COURSE DESCRIPTION

An overview of the field of Deaf Education with an emphasis on communication, culture, and language. The focus of this class is a general understanding of how communication, culture and language influence the life experiences and educational services of d/Deaf or hard of hearing individuals. **Pre-requisite courses:** DEAF 2999 or ASLS 2998.

INSTRUCTOR

Name:

Office Phone:

Personal Phone

E-mail address:

Office Address: Dewar College of Education and Human Services, Room _____

Office hours:

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1. Scheetz, N. (2011). Deaf Education in the 21st Century: Topics and Trends. Boston, MA: Allyn & Bacon.
2. Easterbrooks, S., & Baker, S. (2002). Language learning in children who are deaf and hard of hearing: multiple pathways. Boston, MA: Allyn & Bacon. (**Select chapters will be shared in BlazeView**).

3. Antia, S. D., & Kreimeyer, K. H. (2015). *Social competence of deaf and hard-of-hearing children*. New York, NY: Oxford University Press. (**Select chapters will be shared in BlazeView**).
4. Drolsbaugh, M. (2005). *Deaf again* (3rd ed.). Springhouse, PA: Handwave Publications.
5. Access to LiveText to upload Final Paper and Final Paper PPT.

Required readings will be listed in the assignments and uploaded in **BlazeView** within "content" for this course.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Video-recorded introduction (see discussion board prompts) uploaded to YouTube (unlisted) with edited closed captions.
2. Read chapters (Scheetz, Drolsbaugh, Easterbooks & Baker, Antia & Kreimeyer) and complete related activities.
3. Complete a Deaf Awareness Survey activity.
4. Complete an interview with a teacher of the deaf or interpreter.
5. Complete a language assessment given student and adults language samples.
6. Complete Theory of Mind activities.
7. View Deaf Panel videos and complete related activities.
8. Prepare a presentation on the anatomy of the ear (see PPT template).
9. Complete norming groups activity.
10. Complete a comparison and contrast activity related to different educational placement videos.
11. Complete a 3-minute Lens video and upload link to BlazeView.
12. Complete a final paper in APA format on a selected topic (See Rubric, BlazeView).
13. Complete two peer reviews of final paper drafts.
14. Complete 20 practicum observation hours during the semester at a setting that provides services to people who are deaf/hard of hearing. The instructor will provide a list of settings and additional details.

Final Grading Scale

93% - 100%	A
85% - 92%	B
77% - 84%	C
76% and below	F

The Student Success Center (SSC) offers FREE tutoring for graduate level writers in any discipline. Tutors can help you with strategies for developing and connecting ideas, for using APA/MLS documentation styles, and for catching common grammatical and punctuation errors. Two graduate level writing tutors have been specially trained to help, so call (229-333-7570) or visit the website (www.valdosta.edu/ssc) to make an appointment. Tutors can meet you either online, or face-to-face at the SSC, located in Langdale Hall.

Link to Video Introduction to Graduate Level Writing Tutoring:

https://www.youtube.com/watch?v=T4mp_u736Fc&list=PLicnT0JAB2TVLrU_iknXxiZpQcbklCozU

ATTENDANCE POLICY

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....**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**"

(<http://www.valdosta.edu/academics/academic-affairs/vp-office/syllabi.php>). **However, you are still required to submit the assignments on the scheduled due dates.** Coming late to class is incompatible with demonstrating **professional dispositions** appropriate to teacher educators.

Late assignments will carry a penalty of **10% deduction each day past the due date**. For example, if an assignment is worth 50 points, 5 points are deducted EACH DAY that assignment is late. Work will **not be accepted for grading after seven (calendar) days** after the due date.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism –Professional Courtesy

Students are expected to display professional courtesy at all times while in the classroom. Out of respect for your instructor and your peers all cell phones are to be turned off during class and put away before class begins. **Refrain from signing to each other during class.** This is the same as whispering back and forth during lectures and is not reflective of professional behavior. Lack of professional behavior in class could result in a professional improvement plan.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences**

that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.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@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. 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>



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

10/26/2018

**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:	Library and Information Studies
Requestor's Name:	Yunseon	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	MLIS		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/library-information-studies/mlis/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Optional Track in Cataloging and Classification - 12 hours	Optional Track in Cataloging and Classification - 12 hours
MLIS 7300 Organization of Information 3	MLIS 7300 Organization of Information 3
Select two of the following: 6	Select two of the following: 6
MLIS 7310 Introduction to Descriptive Cataloging	MLIS 7310 Introduction to Metadata for Catalogers
MLIS 7330 Metadata and Advanced Cataloging	MLIS 7330 Advanced Metadata
MLIS 7335 Subject Cataloging and Classification	MLIS 7335 Cataloging and Classification
MLIS 7360 Indexing, Abstracting, and Thesaurus Construction	MLIS 7360 Indexing, Abstracting, and Thesaurus Construction
MLIS 7950 Independent Study in Library and Information Science 1	MLIS 7950 Independent Study in Library and Information Science 1
MLIS 7999 Special Topics in Library and Information Sciences 1	MLIS 7999 Special Topics in Library and Information Sciences 1
MLIS 7960 Supervised Fieldwork 1 3	MLIS 7960 Supervised Fieldwork 1 3
1 MLIS 7950, MLIS 7960, and MLIS 7999 must have a cataloging or classification emphasis. MLIS 7950 will be used only when the other courses are not available to the student.	1 MLIS 7950, MLIS 7960, and MLIS 7999 must have a cataloging or classification emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

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

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

The current course titles and course descriptions do not represent the emerging cataloging and metadata standards and practice. They were revised to reflect the trends and best practices in libraries.

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	LINDA MOST	Linda Most	10/26/18
College/Division Executive Committee	Bernard Over	Bernard Over	
Dean/Director	Bernard Over	Bernard Over	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	11/28/2018
Academic Committee			

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

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

College:

Select One.

Department(s):



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

10/24/2018

*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:	Library and Information Studies
Requestor's Name:	Yunseon Choi	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	Master of Library and Information Studies		
Current Catalog URL:			

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Course number: MLIS7360 Title: Indexing, Abstracting, and Thesaurus Construction Pre-requisites:	Course number: MLIS7360 Title: Indexing, Abstracting, and Thesaurus Construction Pre-requisites: <u>MLIS7300</u>

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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 –

The pre-requisite for the course needs to be added to improve student learning outcomes. The course covers the principles and practices of creating indexes, abstracts, and thesauri of information which require the fundamental skills and background knowledge of the organization of information which is covered by MLIS7300 Organization of Information (core course). In order to improve student learning outcomes, students must successfully complete MLIS7300 prior to registering for this course.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	LINDA MOST	Linda Most	10/24/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	11/28/18
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	

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

• Request for a REVISED COURSE

Date of Submission:

10/23/2018

**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:

Library and Information Studies

Requestor's Name: Yunseon Choi

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: MLIS7310

Course Prefix and Number:

Course Title: Introduction to Descriptive Cataloging

Course Title:

Introduction to Metadata for Catalogers

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: MLIS7300 or consent of instructor

Pre-requisites:

MLIS7300

CURRENT Course Description:

NEW Course Description: (hover over for instructions)

Introduction to the theories, principles, and practices of bibliographic descriptive cataloging, including the application of current and emerging standards; the description of primary print and non-print resources; choice of access points, creation of headings, authority work, and application of encoding standards. The course includes an examination of current trends and future directions of descriptive cataloging.

SLO 1. Describe the various bibliographic descriptive cataloging codes.
SLO 2. Apply bibliographic descriptive cataloging codes to the description of a wide variety of information objects.
SLO 3. Create correctly formatted cataloging records for a variety of information objects
SLO 4. Describe current trends and future directions of descriptive cataloging.

Introduction to the theories, principles, and practices of bibliographic descriptive cataloging and metadata, including the application of current and emerging standards. The course includes the creation of descriptive metadata and an examination of current trends and future directions of descriptive cataloging and metadata.

SLO 1. Describe the theories, principles, and practices of descriptive cataloging and metadata.
SLO 2. Create descriptive cataloging records for a variety of information objects.
SLO 3. Explore metadata standards in various domains.
SLO 4. Describe current trends and future directions of descriptive cataloging and metadata.

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

2019

Every other Year

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

☒ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field

☐ Other –

The current course description illustrates the examination of current trends and future directions of practices. However, the course content does not provide sufficient topics on the emerging standards and the future directions of descriptive cataloging. The revised course description fills this gap. The current course title does not represent the emerging cataloging and metadata standards and practice. The term "metadata" is a broader term which is used for describing traditional library cataloging records as well as digital content in the digital library environment. Therefore, the course title needs to be revised to reflect the trends and best practices in libraries.


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	LINDA Most	Linda Most	10/24/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. duCruz	Becky K. duCruz	11/28/18
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/24/2018

**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:	Library and Information Studies
Requestor's Name:	Yunseon Choi	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	MLIS7330	Course Prefix and Number:	
Course Title:	Metadata and Advanced Cataloging	Course Title:	Advanced Metadata
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	MLIS7300 or consent of the instructor	Pre-requisites:	MLIS7300; MLIS7310

CURRENT Course Description:	NEW Course Description: (<i>hover over for instructions</i>)
<p>Advanced study of the theory and practice of bibliographic descriptive cataloging, including the principles and theories of metadata development; application of current and emerging cataloging and metadata standards, methodologies, and practices; and issues in metadata interoperability, quality control, and evaluation.</p> <p>SLO 1. Describe the nature, attributes, and varieties of metadata formats and the various materials they are used with;</p> <p>SLO 2. Catalog electronic, digital, Internet (Web) resources, and other media using RDA cataloging code.</p> <p>SLO 3. Code electronic, digital, Internet (Web) resources, and other media using a variety of metadata formats.</p> <p>SLO 4. Illustrate how organizational concepts affect the manner in which metadata is prepared and linked;</p> <p>SLO 5. Apply methods, techniques, tools, and standards to metadata to prepare linked data.</p> <p>SLO 6. Discuss the impact of rights management metadata on patron access to library electronic, digital, Internet (Web) resources, and other media materials.</p>	<p>Advanced study of the theory and practice of descriptive cataloging and metadata, including metadata development; application of current and emerging metadata standards, methodologies, and practices; issues in metadata interoperability, social aspects of metadata creation, linked data, and ontologies.</p> <p>SLO 1. Describe the nature, attributes, and varieties of metadata formats for cataloging and the various materials they are used with;</p> <p>SLO 2. Create metadata using a variety of metadata formats.</p> <p>SLO 3. Illustrate how organizational concepts affect the manner in which metadata is prepared and linked;</p> <p>SLO 4. Apply methods, techniques, tools, and standards to metadata to prepare linked data.</p> <p>SLO 5. Discuss issues related to metadata interoperability, social aspects of metadata creation, linked data, and ontologies.</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
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124

<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	<i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency				
<input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –				
<p>The course title, description, and learning objectives need to be revised to reflect the course content more accurately. The course covers the application of emerging metadata theory and practice and examines how linked data provides new challenges and opportunities for libraries. The current course title and description do not represent a set of best practices for metadata development. The revised course title and description clearly represent emerging metadata theory and practice in field.</p>				

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	Linda Most	LINDA MOST	10/24/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	11/28/18
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of
Submission:

10/24/2018

**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:

Library and Information
Studies

Requestor's
Name: Yunseon Choi

Requestor's
Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix
and Number: MLIS7355

Course Prefix
and Number:

Course Title: Subject Cataloging and Classification

Course Title: Cataloging and Classification

Lecture Hours:

Lecture Hours:

Lab/Contact Hours:

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: MLIS7300 or consent of instructor

Pre-requisites: MLIS7300

CURRENT Course Description:

NEW Course Description: (hover over for instructions)

Study of the theories, principles, and practices of subject cataloging and classification, including determining aboutness, vocabulary control, application of Library Congress Subject Headings (LCSH), and classification theory; and application of classification schemes including Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and other systems.

Study of the theories, principles, and practices of cataloging and classification, including resource description, Library^{of} Congress of Subject Headings (LCSH), related thesauri, RDA Registry, and classification theory; and application of classification schemes including Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and other systems.

SLO 1. Determine the aboutness of a variety of library materials.

SLO 1. Describe the theories, principles, and practices of resource description and access.

SLO 2. Assign Library of Congress Subject Headings

SLO 2. Apply cataloging standards to create bibliographic records.

SLO 3. Classify library materials using Library of Congress verbal and numeric schemes.

SLO 3. Assign Library of Congress Subject Headings

SLO 4. Classify library materials using Dewey Decimal Classification.

SLO 4. Classify library materials using Library of Congress Classification.

SLO 5. Use relevant documentation and tools.

SLO 5. Classify library materials using Dewey Decimal Classification.

SLO 6. Use relevant documentation and tools.

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

2019

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 title, course description, and learning objectives need to be revised to reflect the course content more accurately. The course covers not only the principles and practices of subject cataloging and classification, but also includes practices for descriptive cataloging involving resource description and access. The revised title and description accurately represent the course content.

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	LINDA MOST	Linda Most	10/24/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	11/28/18
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

11/19/2018

*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:	Adult and Career Education
Requestor's Name:	Dr. Charles E. Backes	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019
Degree/Program Name:	Bachelor of Science in Education Degree With a Major in Workforce Education and Development-Technical Leadership Option		
Current Catalog URL:	N/A		

Present Requirements:

This option is not currently offered.

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VALDOSTA STATE UNIVERSITY

Proposed Requirements: [\(hover over for instructions\)](#)

[Requirements for the B.S.Ed. with a Major in Workforce Education and Development: Technical Leadership Option](#)

[AREA F -- COURSES APPROPRIATE TO THE MAJOR
18 SEM. HRS.](#)

[ACED 2050 Communications for
the Workplace 3 OR](#)

[ACED 1100 Introduction to Business 3](#)

[ACED 2400 Computer Technology for the Workplace 3 \(or
Exemption Exam\)](#)

[ACED 2800 Technical Organization Leadership 3](#)

[ACED 2900 Basic Theory in Adult and Career Education 3](#)

[ACED 2950 Basic Skills in Adult and Career Education 3](#)

[ACED 2960 Intermediate Skills in Adult and Career
Education 3](#)

[MAJOR COURSE REQUIREMENTS 42 SEM. HRS.](#)

[ENGL 3010 Professional Writing 3](#)

[ACED 3600 History and Philosophy of Adult and Career
Education 3](#)

[ACED 3800 Multicultural Workforce Issues for Technical
Leaders 3](#)

[ACED 4050 Workforce Development And Management for
Technical Leaders 3](#)

[ACED 4810 Contemporary Skills for the Workplace 3](#)

[ACED 4820 Project Mgt. for Technical Leaders 3](#)

[ACED 4830 Technology, Work and Performance for Technical Leaders 3](#)

[ACED 3850 Principles of Adult Education 3](#)

[ACED 3510 Advanced Theory in ACED 3](#)

[ACED 3520 Advanced Skills in ACED 3](#)

[ACED 4300 Practicum in ACED 3](#)

[ACED 4310 Practicum in ACED 3](#)

[ACED 4320 Practicum in ACED 3](#)

[Guided Elective \(3000-4000 level\) 3](#)

[SUPPORTING COURSES 18 SEM. HRS.](#)

[Completion of a State-wide or Federally Registered Apprenticeship that leads to a Journey Worker designation as defined by the U.S. Department of Labor. Combined with Area F and Major Course Requirements for a total of 42 hours credit for registered apprenticeship and related work experience.](#)

[TOTAL HOURS FOR GRADUATION 120](#)

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

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

This is a new degree option that is a result of on-going request and feedback from stakeholders, particularly in the skilled trades who are seeking options for the articulation of registered apprenticeship experiences and completion. The program of study is designed to prepare journey workers for leadership roles within the work environment. These roles include supervisor, foreman, project manager, and other on-site roles.

This option will fall under the BSED in Workforce Education and Development degree, providing a missing component that is critical to workforce education and development. Upon approval of this degree option, the BSED in Workforce Education and Development will have appropriate programs of study for secondary career-technical teachers, post-secondary and technical training instructors, and professionals who are currently in leadership positions within technical organizations or seek to be in leadership positions within these organizations.

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

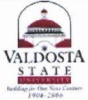
- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

Plans for assessing course effectiveness/meeting program learning outcomes

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

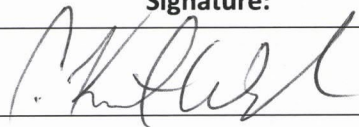
- | |
|--|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source 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	Keith WAGG		11/20/18
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?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

VALDOSTA STATE UNIVERSITY ADVISOR CHECK SHEET DRAFT

Bachelor of Science in Education Degree

Major: Workforce Education and Development
(Technical Leadership Option)

Adult and Career Education

Department	Student's Name	VSU ID#	Catalog Year
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AREA A -- ESSENTIAL SKILLS

9 SEM. HRS.		
Course Name/No.	Grade	Credit Hrs.
ENGL 1101	_____	<u>3</u>
ENGL 1102	_____	<u>3</u>
One required from the following:		
MATH 1101	_____	<u>3</u>
MATH 1111	_____	<u>3</u>
MATH 1113	_____	<u>3</u>
MATH 2261	_____	<u>4</u>
MATH 2262	_____	<u>4</u>

AREA B -- INSTITUTIONAL OPTIONS

TWO COURSES REQUIRED IN DIFFERENT PERSPECTIVES:

4 SEM. HRS.		
Course Name/No.	Grade	Credit Hrs.
1. Ethics/Values	_____	<u>2</u>
2. Tradition and Change	_____	<u>2</u>
3. Human Expression	_____	<u>2</u>
4. Env / Physical World	_____	<u>2</u>
5. Race/Gender	_____	<u>2</u>
6. Cross-Cultural Understanding/Expression	_____	<u>2</u>
7. World of Work	_____	<u>2</u>

AREA C -- HUMANITIES/FINE ARTS

6 SEM. HRS.		
Course Name/No.	Grade	Credit Hrs.
One required from the following:		
ENGL 2111	_____	<u>3</u>
ENGL 2112	_____	<u>3</u>
ENGL 2113	_____	<u>3</u>
One required from:		
Humanities/Fine Arts listing:		
_____	_____	<u>3</u>

AREA D -- SCIENCE, MATH & TECHNOLOGY

11 SEM. HRS.		
Course Name/No.	Grade	Credit Hrs.
Two courses required from the following:		
ASTR 1010K	_____	<u>4</u>
ASTR 1020K	_____	<u>4</u>
BIOL 1010/BIOL 1020L	_____	<u>4</u>
BIOL 1030/BIOL 1040L	_____	<u>4</u>
CHEM 1010	_____	<u>4</u>
CHEM 1151	_____	<u>4</u>
CHEM 1152	_____	<u>4</u>
CHEM 1211	_____	<u>4</u>
CHEM 1212	_____	<u>4</u>
GEOG 1112K	_____	<u>4</u>
GEOG 1113K	_____	<u>4</u>
GEOL 1121K	_____	<u>4</u>
GEOL 1122K	_____	<u>4</u>
PHYS 1111K	_____	<u>4</u>
PHYS 1112K	_____	<u>4</u>
PHYS 2211K	_____	<u>4</u>
PHYS 2212K	_____	<u>4</u>
One course required from the following:		
ASTR 1000	_____	<u>3</u>
BIOL 1050	_____	<u>3</u>
BIOL 1060	_____	<u>3</u>
BIOL 1070	_____	<u>3</u>
BIOL 1080	_____	<u>3</u>
BIOL 1090	_____	<u>3</u>
ENGR 1010	_____	<u>3</u>
GEOG/GEOL 1110	_____	<u>3</u>
MATH 1112	_____	<u>3</u>
MATH 1261	_____	<u>3</u>
MATH 2620	_____	<u>3</u>
MATH 2261	_____	<u>4</u>
MATH 2262	_____	<u>4</u>
PHSC 1100	_____	<u>3</u>

AREA E -- SOCIAL SCIENCES

12 SEM. HRS.		
Course Name/No.	Grade	Credit Hrs.
One required from the following two:		
HIST 2111	_____	<u>3</u>
HIST 2112	_____	<u>3</u>
Required:		
POLS 1101	_____	<u>3</u>
PSYC 1101 or 2500 (C or better)	_____	<u>3</u>
Social Sciences:		
_____	_____	<u>3</u>

AREA F -- COURSES APPROPRIATE**TO THE MAJOR****18 SEM. HRS.**

TOTAL HOURS FOR GRADUATION 120

Course Name/No. Grade Credit Hrs.

ACED 2050 Communications for
the Workplace

_____ 3

OR

ACED 1100 Intro to Bus

_____ 3

ACED 2400 Computer
Technology
for the Workplace

_____ 3

(or Exemption Exam)

ACED 2800 Tech Org

_____ 3

Leadership

ACED 2900 Basic Theory

_____ 3

in Adult and Career Ed.

ACED 2950 Basic Skills in

_____ 3

Adult and Career Ed.

ACED 2960 Intermediate Skills

_____ 3

in Adult and Career Ed.

Registered Apprenticeship Program
Completed: _____

Apprenticeship Start Date: _____

Apprenticeship Completion Date: _____

When the advisee is prepared to have these credits evaluated for graduation, this form should be signed and presented to the Registrar at least **two semesters** before all requirements are met. **RETAIN A COPY OF THIS COMPLETED FORM IN ADVISEE'S FOLDER.**

Student's Signature Date_____
Advisor's Signature Date

Note: Students will be eligible to be awarded the Associate of Arts degree upon satisfactory completion of Areas A-F.

MAJOR COURSE REQUIREMENTS**42 SEM. HRS.**

Course Name/No. Grade Credit Hrs.

ENGL 3010 Professional Writing

_____ 3

ACED 3600 History and Philosophy

_____ 3

of Adult and Career Education

ACED 3800 Multicultural Workforce

_____ 3

Issues for Technical Leaders

ACED 4050 Workforce Development

_____ 3

And Management for Technical Leaders

ACED 3850 Principles of Adult and

_____ 3

Career Education

ACED 4810 Contemporary Skills for

_____ 3

the Workplace

ACED 4820 Project Mgt. for Technical

_____ 3

Leaders

ACED 4830 Technology, Work and

_____ 3

Performance for Technical Leaders

ACED 3510 Advanced Theory in ACED

_____ 3

ACED 3520 Advanced Skills in ACED

_____ 3

ACED 4300 Practicum in ACED

_____ 3

ACED 4310 Practicum in ACED

_____ 3

ACED 4320 Practicum in ACED

_____ 3

Guided Elective (3000 – 4000 Level) Course

_____ 3

SUPPORTING COURSES 18 SEM. HRS.

Completion of a State-wide or Federally Registered Apprenticeship that leads to a Journey Worker designation as defined by the U.S. Department of Labor. Combined with Area F and Major Course Requirements for a total of 42 hours credit for registered apprenticeship and related work experience.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

10/22/2018

*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:	Adult and Career Education
Requestor's Name:	Charles E Backes	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input checked="" type="checkbox"/> 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:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Every Semester
Degree/Program Name:	B.S.Ed. in Workforce Education and Development-Technical Leadership Option Label current concentration: Technical Leadership			
Current Catalog URL:	N/A			

Present Requirements:

Not Currently Offered

Proposed Requirements: [\(hover over for instructions\)](#)

[The Bachelor of Science in Education-Technical Leadership Option degree is designed for students interested in who complete either the cooperative Associate of Applied Science \(AAS\) degree with VSU and a Georgia technical college, a cooperative Associate of Applied Science \(AAS\) degree through another cooperative arrangement \(college/technical college\) within the state of Georgia, or an Associate of Applied Technology \(AAT\) degree from a Georgia technical college or a state-wide or Federal Registered Apprenticeship.](#)

[Selected Educational Outcomes](#)

- [1. Program graduates will demonstrate an acceptable level of technical competency in job skills.](#)
- [2. Program graduates will demonstrate career planning skills.](#)
- [3. Program graduates will demonstrate project management skills.](#)

[Examples of Outcome Assessments](#)

- [1. Program graduates will be assessed through documentation that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience or they will present credentials of satisfactory completion of a Registered Apprenticeship. Program graduates who must complete an internship, along](#)

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with their job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.

2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.

3. Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820.

Requirements for the Bachelor of Science in Education Degree with a Major in Workforce Education and Development-Technical Leadership Option

Core Curriculum 60

Core Areas A-E (See VSU Core Curriculum) 42

Area F Requirements—Courses Appropriate to the Major 18

ACED 2050 Communications for the Workplace

OR ACED 1100 Intro to Business 3

ACED 2400 Computer Technology for the Workplace 3

ACED 2800 Technical Organization Leadership 3

ACED 2900 Basic Theory in Adult and Career Education 3

ACED 2950 Basic Skills in Adult and Career Education 3

ACED 2960 Intermediate Skills in Adult and Career Education 3

Major Course Requirements 42

ENGL 3010 Professional Writing 3

ACED 3600 History and Philosophy of Adult and Career Education 3

ACED 3800 Multicultural Workforce Issues for Technical Leaders 3

ACED 4050 Workforce Development And Management for Technical Leaders 3

ACED 4810 Contemporary Skills for the Workplace 3

ACED 4820 Project Management for Technical Leaders 3

ACED 4830 Technology, Work and Performance for Technical Leaders 3

ACED 3850 Principles of Adult Education 3

ACED 3510 Advanced Theory in Adult and Career Education 3

ACED 3520 Advanced Skills in Adult and Career Education 3

ACED 4300 Practicum in Adult and Career Education 3

ACED 4310 Practicum in Adult and Career Education 3

ACED 4320 Practicum in Adult and Career Education 3

Guided Elective (3000-4000 level) 3

Supporting Courses 18

Completion of a State-wide or Federally Registered Apprenticeship that leads to a Journey Worker designation as defined by the U.S. Department of Labor. Combined with Area F and Major Course Requirements for a total of 42 hours credit for registered apprenticeship and related work experience.

TOTAL HOURS FOR GRADUATION 120

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

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

The purpose of this request is to provide the catalog information for the proposed BSED in Workforce Education and Development-Technical Leadership Option. This option will fall under the BSED in Workforce Education and Development degree.

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

- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> 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):

- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
CPCE (comprehensive exam) |
| <input type="checkbox"/> 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	P. Keith WANG	P. Keith WANG	11/20/18
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	

Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of
Submission:

10/24/2018

**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: Adult and Career Education

Requestor's Name: Dr. Charles E. Backes

Requestor's Role: Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

ACED

NEW Course Number:
(Consult #s in the catalog)

2800

Proposed NEW Course Title: Technical Organization Leadership

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Tech Org Leadership

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.)*

Equips learners with skills and knowledge related to the impact of leadership on a technical organization's success. Students learn to apply leadership theory to an organization's mission, vision, and corporate culture. Focuses on the development of leadership abilities to diagnose problems, apply ethical decision-making, motivate employees, and implement change.

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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

2019

Twice per Year

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

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

This proposed course will be in Area F of the BSED in Workforce Education-Technical Leadership degree program. It has been developed at the request of a corporate stakeholder (Miller Electric Corporation) in cooperation with secondary, post-secondary, and corporate stakeholders.

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 –

Feedback from stakeholders.



Valdosta State University – NEW COURSE Form

• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	C. Keith WAUGH		11/20/18
College/Division Executive Committee			
Dean/Director	Bernard Oliver		
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):

**Dewar College of Education and Human Services
Valdosta State University
Department of Adult and Career Education**

**ACED 2800
Technical Organizational Leadership
3 SEMESTER HOURS**

Guiding Principles: DEPOSITS

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR:

Name: Charles E. Backes, Ph.D.

Office Number: Education Center 2021

Telephone Number: 229-333-7152 or 229-333-5928

Email Address: cbackes@valdosta.edu

Office Hours: By Appointment

Website: <http://www.valdosta.edu/colleges/education/adult-and-career-education/>

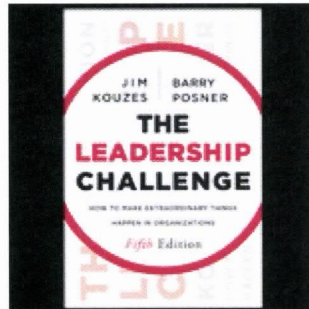
COURSE DESCRIPTION:

Equips learners with skills and knowledge related to the role of leadership and the impact it has on the success of a technical organization. Students will learn to apply leadership theory and practice to an organization's mission, vision, and corporate culture. This course focuses on the

development of leadership abilities to diagnose problems, manage resources, apply ethical decision-making, motivate employees, and implement change.

REQUIRED MATERIALS:

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th edition by Kouzes and Posner; July 2012; ISBN: 978-0470651728



REQUIRED TECHNOLOGY:

This online course requires you to have the technology equipment and skills allowing ready and constant access to a computer, Internet services, and Blazeview. Access to audio devices and a noise reduction microphone will be needed for discussion in Blackboard Collaborate. You will need the ability to attach and open documents readable in Microsoft Word and Adobe Acrobat. You will be required to use and check regularly your VSU and Blazeview email accounts.

METHODS OF INSTRUCTION

100% Online in Blazeview.

COURSE OBJECTIVES:

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

1. Define leadership and describe the role it plays in creating a high performing organization.
2. Explain fundamental leadership theories and practices and apply their relevance to authentic situations within an organization.
3. Develop a personal leadership philosophy and code of ethics based on course readings, peer discussions, leadership inventories, and application experiences.
4. Integrate leadership concepts and traits to the organizational setting, including attitudes, behaviors, ethical perspectives, and influences.
5. Understand the use of appropriate interpersonal skills and communication skills in varied organizational settings.
6. Evaluate and apply collaborative efforts to foster team dynamics and effectiveness.
7. Apply motivational theory to create conditions to motivate employees and achieve goals within an organization.

8. Adapt to and implement change within an organization based on effective decision-making.

COURSE ASSIGNMENTS:

1. Discussion Board (DB): You will participate in open discussion regarding an assigned topic. For each assigned topic, you will compose an original posting by the due date. Each original posting must answer all components of the topic or question. You will read the initial postings of your classmates and reply with substantive comments to engage in peer discussion (minimum of two replies). **20 pts.**
2. Learning Activities (LA): You will complete learning activities regarding an assigned topic. These activities will allow you an opportunity to transfer and apply new knowledge to an authentic context (your workplace and professional experiences). The learning activities require independent reading, analysis, application and reflection of the concepts presented in this course. **25 pts.**
3. Blog Reflections: Reflection is an important learning tool for leadership development. You will post a reflective response at the end of each module to the class blog. You will share what you have learned in each module and how you plan to transfer or apply the new knowledge to your workplace or professional experience. **10 pts.**
4. Leadership Development Design Project: **400 pts.**

COURSE EVALUATION:

Activity	Possible Points Per Activity	Number of Activities	Total Possible Points
Discussion Board (DB)	20		
Learning Activities (LA)	25		
Blog Reflections	10		
Project	400		
Total Points			

GRADING SCALE:

90-100 = A
80-89.99 = B
70-79.99 = C
60-69.99 = D
0-59.99 = F

ATTENDANCE POLICY:

Attendance is required. Students are expected to maintain a regular presence in the online course via Blazeview. In addition to regular interaction via Blazeview and e-mail contact, students are required to post a personal introduction to the Blazeview Discussion Board during the first week of class verifying their attendance in the course. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required. Most of the activities designed for this course are conducted asynchronously; however, there may be occasional synchronous activities such as group discussions in Blackboard Collaborate that will be scheduled at mutually agreed upon meeting times.

PROFESSIONALISM:

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. The student should maintain a backup copy of all submitted assignments. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM:

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

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.

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>.

COURSE OUTLINE

Module Number	Dates	Content Topics
1		Course Orientation Leadership Compass: Leadership Style Assessment
2		Leadership Theory Leadership Compass: Leadership Approach The Leadership Challenge Introduction
3		Leadership Skills Leadership Compass: Leadership Approach with Diverse Styles The Leadership Challenge: Chapter 1 Leadership as a Relationship Credibility as Foundation
4		Conflict Resolution The Leadership Challenge: Chapters 2 & 3 Clarifying Values Setting the Example
5		Motivational Theory The Leadership Challenge: Chapters 4 & 5 Envision the Future: Vision Enlist Others
6		Generational Differences The Leadership Challenge: Chapters 6 & 7 Seize Initiative Experiment and Risk-taking
7		Diversity in the Workplace The Leadership Challenge: Chapters 8 & 9 Fostering Collaboration Strengthening Others
8		The Leadership Challenge: Chapters 10 & 11 Recognize Contributions Celebrate Victories
9		The Leadership Challenge: Chapter 12 Leadership Development Plan (Final Project)



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/24/2018

**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:

Adult and Career Education

Requestor's Name: Dr. Charles E. Backes

Requestor's Role:

Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: ACED 3800

Course Prefix and Number: ACED 3800

Course Title: Multicultural Workforce Issues

Course Title: Multicultural Workforce Issues for Technical Leaders

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](#))

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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

2019

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

This change is being proposed to address an increased focus related to leadership within technical organizations. Course description, outcomes, and assessments are not being changed as these elements are already applicable to technical organizations.


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	C. Keith Wang	<i>[Signature]</i>	11/20/18
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/24/2018

**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: Adult and Career Education

Requestor's Name: Dr. Charles E. Backes

Requestor's Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: ACED 4050

Course Prefix and Number: ACED 4050

Course Title: Workforce Development and Management

Course Title: Workforce Development and Management for Technical Leaders

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](#))

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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

2019

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

This change is being proposed to address an increased focus related to leadership within technical organizations. Course description, outcomes, and assessments are not being changed as these elements are already applicable to technical organizations.

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

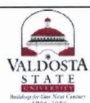
- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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	P. Keith Walker	P. Keith Walker	11/20/18
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College:

Select One.

Department(s):



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

10/24/2018

*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: Adult and Career
Education

Requestor's
Name: Dr. Charles E. Backes

Requestor's
Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix
and Number: ACED 4820

Course Prefix
and Number: ACED 4820

Course Title: Project Management for Technical
Professionals

Course Title: Project Management for Technical
Leaders

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](#))

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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

2019

Twice per Year

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

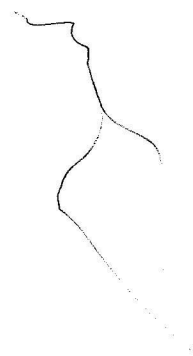
☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

This change is being proposed to address an increased focus related to leadership within technical organizations. Course description, outcomes, and assessments are not being changed as these elements are already applicable to technical organizations.



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

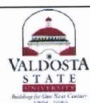
- ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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	P. Keith Wagner	P. Keith Wagner	11/20/18
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

10/24/2018

*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:	Adult and Career Education
Requestor's Name:	Dr. Charles E. Backes	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	ACED 4830	Course Prefix and Number:	ACED 4830
Course Title:	Technology, Work and Performance	Course Title:	Technology, Work and Performance for Technical Leaders
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:

An examination of the impact of modern technologies on work and worker performance in contemporary workplace sectors and environments. Emphasis is placed on the competencies and performance expectations of workers the technological global workforce environment.

NEW Course Description: ([hover over for instructions](#))

[An examination of the impact of modern technologies on work and worker performance in contemporary workplace sectors and environments. Emphasis is placed on the competencies and performance expectations of workers and leaders in the technological global workforce environment.](#)

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

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

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

This change is being proposed to address an increased focus related to leadership within technical organizations. Changes to the course description are being proposed to correct a grammatical error and to provide leadership focus for the course. Outcomes and assessments are not being changed as these elements are already applicable to technical organizations.

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	<i>C. Keith Wagner</i>	<i>C. Keith Wagner</i>	11/20/18
College/Division Executive Committee			
Dean/Director	<i>Bernard Oliver</i>	<i>Bernard Oliver</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):	
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