

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
March 5, 2012**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
March 5, 2012

1. Minutes of the February 13, 2012 meeting. (pages 1-4) approved by email February 22, 2012.
2. **GRADUATE SCHOOL**
  - a. Revised requirements for undergraduate seeking enrollment in Graduate School (pages 5-7).
3. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised degree requirements for the MPA (pages 8-9)
  - b. New course PADM 7600 (pages 10-20)
4. **COLLEGE OF EDUCATION**
  - a. Information item – Termination of EDS – Middle Grades Education (page 21)
  - b. Information item – Termination of EDS – Pre-Elementary/Early Childhood/Kindergarten Teacher Education (page 22)
  - c. Information item – Termination of EDS – Secondary Education (page 23)
5. **COLLEGE OF NURSING**
  - a. New GPA requirements for the Pre-Nursing major students (pages 24-26)
  - b. Revised program objectives for the BSN (pages 27-29)
  - c. Revised title, and course description for NUTR 3300 (pages 30-32)
  - d. Degree proposal for the DNP – Doctor of Nursing (pages 33-102)
  - e. New program DNP (pages 103-104)
  - f. New course NURS 9011 (pages 105-112)
  - g. New course NURS 9100 (pages 113-119)
  - h. New course NURS 9110 (pages 120-125)
  - i. New course NURS 9120 (pages 126-135)
  - j. New course NURS 9130 (pages 136-142)
  - k. New course NURS 9200 (pages 143-150)
  - l. New course NURS 9210 (pages 151-157)
  - m. New course NURS 9220 (pages 158-166)
  - n. New course NURS 9230 (pages 167-172)
  - o. New course NURS 9300 (pages 173-180)
  - p. New course NURS 9310 (pages 181-187)
  - q. New course NURS 9400 (pages 188-195)
  - r. New course NURS 9410 (pages 196-203)
6. **Pending items**
  - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
  - b. Revised course CHEM 1010 – USG General Education Council approval
  - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
  - d. BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
  - e. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
February 13, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 23, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton (Proxy for Dr. Deborah Weaver), Dr. Kathe Lowney (Proxy for Ms. Laura Wright), Dr. Ray Elson (Proxy for Dr. Nathan Moates), Ms. Catherine Schaeffer, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Donna Cunningham, Dr. Linda Jurczak (Proxy for Dr. Nicole Gibson), Dr. Ann Marie Smith, Dr. Melissa Benton, Dr. Carol Rossiter and Dr. Colette Drouillard.

Members Absent: Dr. Deborah Weaver, Ms. Laura Wright, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Jessica Goldsmith, Dr. Nicole Gibson, and Dr. Selen Lauterbach.

Visitors Present: Dr. James Shrader, Dr. Lynn Minor, Dr. Shirley Andrews, Dr. Janet Foster, Mr. Mike Savoie, Dr. Maria Whyte, Dr. Corinne Myers-Jennings, Dr. Alfred Fuciarelli, Dr. Jane Kinney, and Mr. Lee Bradley.

The Minutes of the January 23, 2012 meeting were approved by email on January 30. (pages 1-4).

**A. Division of Library and Information Science**

1. New/Revised MLIS degree narrative for the graduate catalog was approved effective Fall Semester 2012 with the following changes. (pages 5-10).
  - a. Under Selected MLIS Program Goals – a hyphen was added to “entry-level” (page 8)
  - b. Under Examples of Outcome Assessments – was changed to read ...are examples of program assessments: (page 9)
  - c. Under Examples of Outcome Assessments in item 4 – cataloging was changed to cataloguing (page 9)
  - d. Under Progression, Retention, Dismissal, and Readmission in item 2 – remove “admitted Fall 2011 and thereafter” (page 9)
  - e. Under Progression, Retention, Dismissal, and Readmission in item 4 – ...major professor and the Director...Science Program, and approval... (page 9)
  - f. Under Progression, Retention, Dismissal, and Readmission in item 5d – ...draft the program of study, and the...(page 10)
  - g. Under Program Graduation Requirements in item 2 - ...core courses. These courses are... (page 10)
  - h. Under Program Graduation Requirements in item 4 – Submission of graduation application... (page 10)
  - i. Under Admission to the MLIS Program – ...of a bachelor’s degree...additional program requirements; all required materials and fees must be submitted by the admission deadline. It is the responsibility... (page 10)
  - j. Move the Admission to the MLIS Program and the Admission Deadlines sections to after the Examples of Outcome Assessments section and add the URL

**B. College of Education**

1. Revised senior college curriculum for the BSED in Communication Disorders was approved effective Fall Semester 2012 with the effective date changed from summer to fall. (pages 11-12).
2. Revised senior college curriculum for the BSED in Communication Disorders was approved effective Fall Semester 2012 with the effective date changed from summer to fall. (pages 13-14).
3. Revised curriculum for the MED in Early Childhood Education was approved effective Fall Semester 2012 with the effective date changed from summer to fall with “elect to” removed from the note “\*Students may elect... (pages 15-17).
4. New course, Early Childhood Education (ECED) 6000, “Special Topics in Early Childhood Education”, (SPECIAL TOPICS IN ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with description changed to read ...education. May be repeated under different topics for a total of 6 credit hours with the approval of the program coordinator. . (pages 18-24).
5. Revised course title and description, Early Childhood Education (ECED) 7210, “Assessment in Early Childhood Education”, (ASSESSMENT IN EARLY CHLDHD EDU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...change. The course examines alternative...education, ethics an assessment, and strategies for...data in the classroom. Interpretation and use

of assessment data are emphasized. . (pages 25-30).

6. Revised course title and description, Early Childhood Education (ECED) 7220, "Early Childhood Inclusive Environments", (EARLY CHLDHD INCLUSVE ENVRNMNT – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...inclusive learning environments for all...disabilities. The area studied include modification of classroom design for visibility, distractibility, and accessibility, and the integration of...young children. . (pages 31-36).
7. New course, Early Childhood Education (ECED) 7340, "Action Research in Early Childhood Education", (ACTION RESEARCH IN ECE – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Summer Semester 2012 was approved with the description changed to read – An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection and analysis, and conclusions. (pages 37-43).
8. Revised course title and description, Early Childhood Education (ECED) 7540, "Developing Creativity and Critical Thinking in Early Childhood Education", (DVLPNG CREATIVTY&CRIT THINK ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 was approved with the description changed to read – An examination of how... and the last sentence deleted. (pages 44-50).
9. Revised course title and description, Early Childhood Education (ECED) 7550, "Differentiating Instruction in P-5 Classrooms", (DIFFERNTIANG INSTR P-5 CLSSRM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read – Investigation of differentiating content, process, and product (universal design) of the Early Childhood Education curriculum to meet the needs of all children. . (pages 51-57).
10. Revised course number, title and description, Early Childhood Education (ECED) 7230, "Teachers as Mentors, Coaches, and Leaders in Early Childhood Education", (TCHRS MENTORS COACH LDRS ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 was approved with the description changed to read ...research and leadership strategies to mentor... last sentence was deleted. (pages 58-64).  
Deactivation of ECED 8230.

### **C. College of Nursing**

1. Revised Program Admission Requirements for the MSN program was approved effective Fall Semester 2012 with item 3 changed to read - Minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. - and item 6 changed from number 6 in the list to being listed as a note after number 5. (pages 65-68).
2. Remove/Deactivate requirements for the MSN – all students choosing Care Manager, Nurse Educator, and Nurse Administrator roles was approved effective Fall Semester 2012. (pages 69-74).
3. Remove/Deactivate requirements for the MSN – RN-MSN option was approved effective Fall Semester 2012. (pages 75-78).
4. Revised curriculum for the MSN – Clinical Nurse Leader track was approved effective Fall Semester 2012 with the effective date changed from Summer to Fall with the NURS 7420 changed from 3 to 6 to 6 and Total of 6 hours required deleted. (pages 79-82).
5. Revised credit hours, Nursing (NURS) 7420, "Clinical Practicum and Residency for Clinical Nurse Leaders", (CLIN PRACT & RESID FOR CNL – 3-6 credit hours, 0 lecture hours, 12-24 lab hours, and 12-24 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...students to enact...particularly team building... (pages 83-91).
6. Revised curriculum for the MSN – Adult-Gerontology Nurse Practitioner track was approved effective Fall Semester 2012. (pages 92-94).
7. Revised course description, Nursing (NURS) 7011, "Statistical Applications in Nursing Research and Practice", (STAT APP IN NSG RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 95-100).
8. Revised prerequisites, Nursing (NURS) 7220, "Advanced Evidence-based Practice", (ADVANCED EBP – 3 credit

hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 101-110).

9. Revised curriculum for the MSN – Certificate Curriculum Pathway was approved effective Fall Semester 2012 was approved effective Fall Semester 2012 with the effective date changed from summer to fall. (pages 111-113).
10. Revised course title, Nursing (NURS) 7330, “Acute & Self-limiting Disease Management for the Nurse Practitioner, (ACUT/SLF-LIMIT DSEAS MGT NP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 114-122).
11. Revised course title, Nursing (NURS) 7330L, “Acute & Self-limiting Disease Management for the Nurse Practitioner Lab, (ACUT/SLF-LIMIT DSEAS MGT NP LB – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Summer Semester 2012. (pages 123-130).
12. Revised course title, Nursing (NURS) 7350, “Chronic & Complex Disease Management for the Nurse Practitioner, (CHRONC/COMPLX DSEAS MGT NP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 131-139).
13. Revised course title, Nursing (NURS) 7350L, “Chronic & Complex Disease Management for the Nurse Practitioner Lab, (CHRONC/COMPLX DSEAS MGT NP LAB – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Summer Semester 2012. (pages 140-147).

#### **D. College of the Arts**

1. Revised requirements for the minor in Speech Communications was approved effective Fall Semester 2012. (pages 148-149).
2. Revised prerequisites, Communication Arts (COMM) 3000, “Qualitative Communication Research Methods, (QUALITATIVE COMM RSCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 150-152).
3. Revised course title, and prerequisites, Communication Arts (COMM) 3200, “Introduction to Public Relations, (INTRO TO PUBLIC RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite changed to read – COMM 2110, ACED 2400 or CS 1000 or course equivalent, and either COMM 1100 or COMM 1110. (pages 153-155).
4. Revised prerequisites, Communication Arts (COMM) 3400, “Organizational Communication, (ORGANIZATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 156-158).
5. Revised prerequisites, Communication Arts (COMM) 3800, “Quantitative Communication Research Methods, (QUANTITATIVE COMM RSCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 159-161).
6. Reactivated course, revised title, credit hours, and description, Communication Arts (COMM) 4610, “Special Topics in Communication Studies, (SPECIAL TOPICS IN COMM – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...explore topics outside the... (pages 162-164).
7. Revised credit hours and description, Communication Arts (COMM) 7999, “Thesis, (THESIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...thesis undertaken during the final semesters of study. Students...repeated for up to 6 hours of credit. . (pages 165-167). \*\*\*Pending Graduate Executive Committee approval\*\*\*
8. Revised course description, Mass Media (MDIA) 4030, “Selected Topics in Mass Media, (SELECTED TOPICS IN MASS MEDIA – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...media. The course introduces alternative approaches to the study of themes, applications, trends, and issues in Media, and provides an opportunity... (pages 168-170).
9. Revised course description, Mass Media (MDIA) 4600, “Digital Media Production, (DIGITAL MEDIA PRODUCTION – 4 credit hours, 2 lecture hours, 4 lab hours, and 6 contact hours), was approved effective Fall

Semester 2012 with "post production" changed to "post-production" in the description. (pages 171-173).

10. Revised credit hours and description, Music (MUSC) 1131, "Functional Piano I, (FUNCTIONAL PIANO I – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the description changed to read - Prerequisite: Music or Music Education major only. The first course in a two-semester sequence, designed to develop basic keyboard skills essential to music study.. (pages 174-176).
11. Revised credit hours, prerequisites, and description, Music (MUSC) 1132, "Functional Piano II, (FUNCTIONAL PIANO II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the description changed to read - Prerequisites: MUSC 1011, 1051, 1131, and Music or Music Education majors only. The second course in a two-semester sequence designed to develop basic keyboard skills essential to music study. (pages 177-179).

\*\*\*\*Items 12-26 are pending Graduate Executive Committee approval\*\*\*\*

12. Revised narrative for the MMED and MMP degrees was approved effective Fall Semester 2012 with the narrative changed to read ...University, applicants must... (pages 180-182).
13. Revised credit hours, Music (MUSC) 5101, "Graduate Diction I, (GRADUATE DICTION I – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 183-185).
14. Revised credit hours, Music (MUSC) 5102, "Graduate Diction II, (GRADUATE DICTION II – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 186-188).
15. Revised credit hours and prerequisite, Music (MUSC) 5500, "Band Literature, (BAND LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 189-191).
16. Revised credit hours and prerequisite, Music (MUSC) 5510, "Choral Literature, (CHORAL LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 192-194).
17. New course, Music (MUSC) 6050, "Aural Skills Pedagogy, (AURAL SKILLS PEDAGOGY – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the prerequisite moved from the end of the description to the beginning. (pages 195-200).
18. Revised credit hours, Music (MUSC) 6510, "Song Literature I, (SONG LITERATURE I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 201-203).
19. Revised credit hours, Music (MUSC) 6520, "Song Literature II, (SONG LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 204-206).
20. Revised credit hours, Music (MUSC) 6540, "Piano Literature I, (PIANO LITERATURE I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 207-209).
21. Revised credit hours, Music (MUSC) 6550, "Piano Literature II, (PIANO LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 210-212).
22. Revised credit hours, Music (MUSC) 6760, "Jazz Pedagogy, (JAZZ PEDAGOGY – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 213-215).
23. Revised credit hours and description, Music (MUSC) 7040, "Computer Applications in Music, (COMPUTER APPLICATIONS MUSIC – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 216-218).
24. Revised credit hours and title, Music (MUSC) 7530, "Chamber Music Literature, (CHAMBER MUSIC LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 219-221).
25. Revised credit hours and description, Music (MUSC) 7650, "Conducting, (CONDUCTING – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 222-224).
26. Deactivation of MUSC 5170, 6450, 6460, 6570, 6580, and 7722 was approved effective Fall Semester 2012. (pages

225-226).

**E. Miscellaneous**

1. Revised narrative for the Regents' Testing Program was approved effective Fall Semester 2012 with the narrative changed to read ...English 1102\* or an approved substitute... . (pages 227-229).
2. Revised narrative for the Prior Learning Assessment was approved effective Fall Semester 2012 with the narrative changed to read ...possibly awarded academic credit at Valdosta.... and the correction of the spelling of "International". (pages 230-232).
3. It was also approved that the standard practice would now be to list curriculum using only course prefix and numbers, not titles, and the catalogue editor has permission to remove titles from any catalogue copy that now has them.

Respectfully submitted,

Stanley Jones  
Registrar

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** 26

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

**Degree and Program Name:** N/A

**Present Requirements:**

**ENROLLMENT BY UNDERGRADUATES**

A student with senior standing at Valdosta State University, with an overall academic grade-point average of 3.0 or better, may register for graduate courses during the final two semesters of undergraduate work under the following conditions:

1. No more than a total of 9 semester hours may be taken for graduate credit, and no more than 6 semester hours of graduate work may be taken in a given semester.
2. A student registering for one or more graduate courses is limited to the normal graduate academic course load of 12 semester hours per semester.
3. Permission for a student to take graduate courses under this provision is granted only by the Dean of the Graduate School upon recommendation of the student's advisor. To request permission, the student's advisor must submit a request to the Dean of the Graduate School on behalf of the student. The request should contain the student's full name, student ID number, and verification that the student meets all requirements outlined.
4. Permission must be obtained for each semester in which the student desires to take graduate courses. Once permission is granted, the academic department must manually place the undergraduate into the approved graduate-level courses.

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

**Add:**

5. Deficiency points will apply if graduate courses taken by undergraduates are counted toward graduate degree requirements.

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FEB 23 2012  
VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL



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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other To provide policy for undergraduates taking graduate-level courses, supporting existing deficiency point systems.

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student advising checklists or programs of study; transcripts.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The change is necessary to provide a policy for undergraduates taking graduate-level courses and wanting to later use the courses as credit toward graduate degrees. Advisors will review transcripts to assess courses required for degree programs.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<b><u>Approvals:</u></b>	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 2-23-2012
Graduate Exec. Comm.: (for grad program)	Date: 2-24-2012
Graduate Dean: (for grad program)	Date: 2-24-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**  
57

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2012

**Degree & Program Name:**  
(e.g., BFA, Art): MPA

**Present Requirements:**

PADM 7300 Foundation Seminar in PA*	3
PADM 7000 Human Resource Managemnt	3
PADM 7060 Quantitative Methods for PA	3
<del>PADM 7090 Policy Analysis</del>	<del>3</del>
PADM 7110 Information Management	3
PADM 7140 Govern. Budget & Finance	3
PADM 7170 Org. Theory & Behavior	3
PADM 7210 Interntership in PA	3
PADM 7900 Capstone Seminar in PA	3
Concentration Area	12

**Proposed Requirements (Underline changes after printing this form:**

PADM 7300 Foundation Seminar in PA*	3
PADM 7000 Human Resource Management	3
PADM 7060 Quantitative Methods for PA	3
<u>PADM 7410 Performance Analysis</u>	<u>3</u>
<del>PADM 7110 Information Management</del>	<del>3</del>
<del>PADM 7140 Govern. Budget &amp; Finance</del>	<del>3</del>
<del>PADM 7170 Org. Theory &amp; Behavior</del>	<del>3</del>
<del>PADM 7210 Internship in PA</del>	<del>3</del>
<del>PADM 7900 Capstone Seminar in PA</del>	<del>3</del>
Concentration Area	12

**Justification:**

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

Improve student learning outcomes: Performance analysis is a skill needed by MPA graduates as they transition from school to the work force but has not been taught in many MPA programs. (See Walters, Jonathan. 2008. "Novices with the Numbers." Governing 22 (December): 46-48.)

Adopting current best practice(s) in field: Our national accrediting body, The National Association of Schools of Public Affairs and Administration, is strongly recommending that MPA programs stress analytic development more than they currently do (Purtell, Robert M. and James W. Fossett. 2010. "Beyond Budgeting: Public-Service Financial Education in the 21st Century." Journal of Public Affairs Education. (1). 95-110.)

Meeting mandates of state/federal/outside accrediting agencies:

Other:

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Journal articles (listed above), workshops at the annual meeting of the National Association for Public Affairs and Administration.

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

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

**Data Sources:**

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course examinations, program portfolio, and a survey of instructors teaching the course.

**Approvals:**

Department Head: *James L. Peterson* Date: *2/6/12*

College/Division Exec. Committee: *Connie Richards* Date: *2/7/12*

Dean(s)/Director(s): *Connie Richards* Date: *2/7/12*

Grad. Exec. Committee:  
(for graduate course) *Ally Britt* Date: *2-24-2012*

Graduate Dean:  
(for graduate course) *Ally Britt* Date: *2-24-2012*

Academic Committee: Date:

**RECEIVED**

FEB 09 2012

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**

Valdosta State University

<b>Date of Submission:</b> 01/08/2012 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> Political Science/Public Administration	<b>Faculty Member Requesting:</b> Mary Eleanor Wickersham	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) PADM 7600	<b>Proposed New Course Title:</b> Public Policy Formation  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Public Policy Formation	
<b>Semester/Year to be Effective:</b> Summer 2012	<b>Estimated Frequency of Course Offering:</b> Every two years	
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of the making of public policy in the United States. Using case studies and applied analysis, students will develop a deeper understanding of the institutions, people, and environmental conditions that influence the formation of public policies.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Expand policy courses in the public administration program to meet the career needs of PA graduate students with an interest in the field of public policy. This course adds to other new courses that will allow students to complete a concentration in public policy as part of their MPA and DPA degree programs. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
<b>Source of Data to Support Suggested Change:</b> <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. A survey conducted among MPA and DPA students in Fall 2011 demonstrated a strong interest in additional policy courses. In a strategic planning session held in Fall 2010, the Public Administration Advisory committee recommended expansion of policy courses to meet student needs and professional demand. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI will be used to measure student opinion of the class. Alumni surveys will be used to determine the usefulness and relevance of this class for public administration professionals.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Policy memos will be used to assess the students' ability to research, analyze and defend policy choices; research papers will be used to evaluate students' ability to conduct research, identify alternatives, and defend policy choices; and discussion will allow for assessment of student understanding of the policy making process and of current policy debates.

Other:

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

<b>Approvals:</b>	<i>James L. Peterson</i>	<i>2/6/12</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>2/7/12</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>2/7/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Ally Pratt</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>Ally Pratt</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**Public Policy Formation – PADM 0000**  
**3 Credit Hours**  
**Public Administration Program**  
**Department of Political Science, College of Arts and Sciences**  
**On-Line Class**

Instructor Name: Mary Eleanor Wickersham, D.P.A.  
 Office: 106 West Hall, VSU  
 Office Hours: Wednesdays, 10 a.m. - noon or by appointment; appointments available by phone, e-mail, in person, or WIMBA  
 E-Mail: [mrwickersham@valdosta.edu](mailto:mrwickersham@valdosta.edu)  
 Phone: Office – 229-333-5776; Cell – 478-952-3902

**Course Description**

An examination of the making of public policy in the United States. Using case studies and applied analysis, students will develop a deeper understanding of the institutions, people, and environmental conditions that influence the formation of public policies.

**Required Text, Materials, and Out-of-Class Activities**

- Anderson, James E. 2011. *Public Policymaking: An Introduction*. Boston: Wadsworth. ISBN-12: 978-0-618-97472-6
- Readings on BlazeVIEW

**Course Navigation**

In order to succeed in this class, you need some basic computer skills and familiarity with Word. Once you get the hang of it, navigation is very straightforward. Use the tools on the left side of the course “home page” to find links to Assignments (paper and ruler icon), Discussions (see push pin icon), Who’s Online?, email (envelope), and grades, which are the most commonly used tools. All course materials are placed by Unit in each folder. Course assignments and learning outcomes are also listed on the syllabus.

***The following provides the schedule of activities. Please note that the contents of this schedule are subject to change.***

Date	Learning Outcomes	Reading Materials (Links and BlazeVIEW and Text)	Discussion/Assignments	Pts.
Unit 1 5-10 5-20	Students will demonstrate understanding of various approaches to policy studies through their application to a recent policy debate.  Students will demonstrate understanding the categories of public policies through application of	<b>Introduce Yourself</b> <b>Exploring the Meaning of Public Policy</b>  Read: Chapter 1 in text  Read: Bezdek, Roger H., and Wendling, Robert M. 2005. “Fuel Efficiency and the Economy.” <i>American Scientist</i> 93(2): 132-139.  Read: Evans, Christopher, Cheah, Lynette, Bandivadekar, Anup, and Heywood, John. “Getting More Miles	<u>On-line Discussion:</u> Discuss some of the competing interests and environmental factors that have influenced fuel economy policy-making. Do you think this example fits into Anderson’s policy-making process?  What type of policy do the CAFÉ standards represent? What about feebates?	5 pts. (See grading rubric in syllabus .)



	<p>principles in a recent policy debate.</p> <p>Demonstrate knowledge of the policy-making process through application of principles to a recent policy debate.</p>	<p>to the Gallon." <i>Issues in Science and Technology</i> (Winter): 71 -80.</p> <p>See current CAFÉ standards:  <a href="http://www.afdc.energy.gov/afdc/laws/hilites">http://www.afdc.energy.gov/afdc/laws/hilites</a></p> <p>Power Point Presentation</p>	<p>Which approach to policy study do you think the history of CAFÉ standards represents? Try to back up your opinion with facts related to this issue.</p>	
<p>Unit 2</p> <p>5-21 – 5-27</p>	<p>Students will identify governmental and non-governmental policy-makers in a recent policy debate.</p> <p>Students will discuss how the U.S. Constitutional framework of government helps provide opportunities and assurances of fair policy debate.</p>	<p><b>Policy-Makers in the U.S.</b></p> <p>Read: Chapter 2 in text</p> <p>Read: The Federalist Papers #10 and #51  <a href="http://www.constitution.org/fed/federa10.htm">http://www.constitution.org/fed/federa10.htm</a>  <a href="http://www.constitution.org/fed/federa51.htm">http://www.constitution.org/fed/federa51.htm</a></p> <p>Power Point Presentation</p>	<p><u>On-line Discussion:</u>  Health reform is a good example of a macropolitical policy change. Discuss some of the reasons you believe that the health reform law passed in 2010, after many other efforts prior to that time failed. Who were the major players in this policy struggle? What role might the courts play in this policy debate? How does this debate relate to the assigned Federalist papers?</p>	<p>5 pts.</p>
<p>Unit 3</p> <p>5-28 – 6-3</p>	<p>Students will demonstrate understanding of the role of various policy actors through identification of governmental and non-governmental participants in a recent policy debate.</p>	<p><b>Policy-makers in Action: The Tobacco Debate</b></p> <p>Turley, J. 2000. "A Crisis of Faith: Tobacco and the Madisonian Democracy." <i>Harvard Journal on Legislation</i> 37: 433-481. (You can skip parts on gun control legislation.)</p> <p>Jacobson, Peter D., and Soliman, Soheil. 2002. "Litigation as Public Health Policy: Theory or Reality?" <i>Journal of Law, Medicine, &amp; Ethics</i> 30: 224-238.</p> <p>Etter, Lauren. 2007. "Farmers Rediscover Allure of Tobacco." <i>The Wall Street Journal</i> (September 19).</p> <p>Check out these charts at CDC:  <a href="http://www.cdc.gov/tobacco/data_statistics/tables/economics/expdcom/index.htm">http://www.cdc.gov/tobacco/data_statistics/tables/economics/expdcom/index.htm</a></p> <p><a href="http://www.cdc.gov/tobacco/data_statistics/tables/economics/trends/index.htm">http://www.cdc.gov/tobacco/data_statistics/tables/economics/trends/index.htm</a></p>	<p><u>Assignment: Short Paper</u>  Submit through assignments tool. Tobacco policy has been hotly debated, often as an individual right vs. an expensive health risk. The readings this week provide some historical background on the tobacco issue, as well as some opinions on how this policy debate was handled. Discuss some of the policy players who were involved in the tobacco debate, their values, and their efforts to sway elected officials. Do you agree with Turley that the courts are not the best forum of debating public policy? What are some of the long-term effects of the policy change regarding tobacco?</p>	<p>10 pts.</p>

		<a href="http://www.cdc.gov/tobacco/data_statistics/tables/economics/consumption/index.htm">http://www.cdc.gov/tobacco/data_statistics/tables/economics/consumption/index.htm</a>  Here's a map of cigarette taxes by state: <a href="http://www.tobaccofreekids.org/research/factsheets/pdf/0222.pdf">http://www.tobaccofreekids.org/research/factsheets/pdf/0222.pdf</a>		
Unit 4 6-4 – 6-10	<p>Students will identify factors that influence and deter agenda setting.</p> <p>Students will demonstrate through discussion an understanding of the complexities of policy-making, especially those of a scientific or technical nature.</p> <p>Students will demonstrate knowledge of the policy-making process through application of principles to a recent policy debate.</p>	<p><b>Policy Problems, Agendas, and Formulation</b></p> <p>Read Chapter 3 in text.</p> <p>Read on BlazeVIEW: Layzer, Judith. 2006. Chapter 2: "Love Canal: Hazardous Waste and the Politics of Fear" in <i>The Environmental Case: Translating Values into Policy</i>. Washington, D.C.: CQ Press.</p> <p>Power Point Presentation</p>	<p><u>On-line Discussion:</u>          What were some of the factors that made state and federal governments slow to respond to Love Canal? How did Love Canal influence Congress in passing the "Superfund" Act? Does this historic case fit into the policy-making process as described by Anderson in Chapter 1?</p>	5 pts.
Unit 5 6-11 – 6 - 17	<p>Students will demonstrate through preparation of a policy memo their ability to discuss and recommend alternatives and to formulate policy.</p> <p>Students will demonstrate the ability to discuss, critically analyze, and make recommendations on a policy topic through the preparation of a policy memo.</p>	<p><b>Policy Formulation: Put Your Knowledge to Work</b></p> <p>This week, you will do some research on your own on calls for expansion of mandated reporter laws following the allegations against Penn coach Jerry Sandowsky. (You might want to review the facts here and keep in mind how this item got on the agenda.) Policy action is taking place is at both state and federal levels. Check out these federal proposals and any proposals in your state:</p> <ul style="list-style-type: none"> <li>• S. 1877, the "Speak Up to Protect Every Abused Kid Act," was introduced by Senators Bob Casey (R-PA) and Barbara Boxer (D-CA) and would push all states to adopt laws requiring every adult to report suspected physical, emotional, or</li> </ul>	<p><u>Assignment:</u> Submit through the assignments tool. You are a staffer for a member of Congress. Working with one other student, prepare a policy memo on mandated reporting of child abuse, which is currently a hot topic thanks to media coverage of the Sandowsky case. Discuss the problem (if there is one), the current status of mandated reporter laws in the states, and any options that you think would be appropriate.</p> <p>The goal is for you to formulate your own policy proposal, which might be to change nothing and vote against proposals. Whatever</p>	20 pts.

		<p>sexual abuse of a child.</p> <ul style="list-style-type: none"> <li>• Senator Robert Menendez (D-NJ) similarly introduced the "Child Abuse Reporting Enforcement" Act, S. 1879, which would go further and make any adult who neglected to report guilty of a felony.</li> </ul> <p>The National Conference of State Legislatures (<a href="http://www.ncsl.org">www.ncsl.org</a>) and Administration for Children and Families (<a href="http://www.acf.hhs.gov">www.acf.hhs.gov</a>) are good resources.</p>	<p>you propose, you need to support with reasoning and data. This should be about three pages. Keep the writing succinct. Three or four sentences on alternatives should be sufficient, with more space devoted to your recommendation to your member of Congress.</p>	
<p>Unit 6 June 18 – June 24</p>	<p>Students will demonstrate through discussion their understanding of public policy decision-making theory.</p> <p>Students will demonstrate through discussion their understanding of decision styles for policy-making.</p>	<p><b>Public Policy Adoption</b></p> <p>Read Chapter 4 in text.</p> <p>Read: Lindblom, Charles E. 1959. "The Science of 'Muddling Through.'" <i>Public Administration Review</i> 19(2): 79-88.</p> <p>Power Point Presentation</p>	<p><u>On-line Discussion:</u> What <u>theory</u> of decision-making do you think was used in the decision to implement the Economic Stimulus Act as described in the case study in your text? What styles of <u>decision making</u> were used by policy actors in the policy-making process? Do you think this legislation was in the public interest?</p>	5 pts.
<p>Unit 7 June 25 – July 1</p>	<p>Students will demonstrate the ability to discuss, critically analyze, and make recommendations on a policy topic through the preparation of a policy memo.</p>	<p><b>Public Policy Adoption: Putting Your Knowledge to Work</b></p> <p>Read: Georgia HB 87</p> <p>Read: Quinn, Christopher. 2012. "Commissioner: Lack of Labor Hurt Georgia Farms." <i>The Atlanta Journal-Constitution</i> (January 3).</p> <p>Read: Redmon, Jeremy, and Quinn, Christopher. 2012. "Lawmakers Put Bull's-Eye on Illegal Immigration, Again." <i>The Atlanta Journal-Constitution</i> (January 4).</p> <p>Read: Robertson, Campbell. 2011. "After Ruling, Hispanics Flee an Alabama Town." <i>The New York Times</i> (October 3).</p>	<p><u>Assignment:</u> Work with a partner. Both students must submit through the assignment tool. You work for a legislator in the Georgia General Assembly. There is a lot of momentum for expanding immigration laws beyond HB 87 that was passed in 2011. Your legislator has asked you to review the current policy (HB 87), passed in 2011, describe any positive/effects from that policy, and to write a recommendation on how he/she should move forward to amend the bill, stick with the bill, or present new legislation. Provide some background about illegal immigrants in Georgia (numbers, cost, other), identify issues, and make a recommendation on what</p>	20 points

			you think he/she should do. Three pages will suffice.	
Unit 8 July 2 – July 8	<p>Students will demonstrate through discussions and case review understanding and awareness of the public interest nature of public policy and the public administrator's role in managing current and future concerns.</p> <p>Through discussion and case review, students will demonstrate awareness of the public administrator's responsibility to consider widely-held values in making policy decisions.</p>	<p><b>Regulatory Policy-Making</b> Much policy is made by regulatory agencies without formal Congressional/legislative approval. In this week's readings you will see some examples of ways that policy is created through regulation.</p> <p>Read: pages 225 – 263 in text PP Presentation</p> <ol style="list-style-type: none"> <li>1. Read: Assistance for Children Adopted from Foster Care." <a href="http://www.childwelfare.gov/pubs/f_subsid.pdf">http://www.childwelfare.gov/pubs/f_subsid.pdf</a>. and Read: Policy Memo to Governor Perdue Recommending Adoption Assistance Changes</li> <li>2. Read: Ley, Meredith. 2011. "Georgia EPD Finds King Finishing Responsible for May Fish Kill." WSAV-TV and Associated Press.2011. "Environmentalists Sue Georgia Over Ogeechee Fish Kill."</li> <li>3. FDA Announces New Rules for Sunscreen Products</li> </ol>	<p><u>On-Line Discussion:</u> Review all of the examples of agency-made policies in this week's readings. How do such agencies derive legitimacy for policy-making? What are some of the values public administrators should consider in making administrative public policy? Pick one of the three topics at left and, if appropriate, try to explain the reason for the policy change/action and discuss how the agency decision affects the public/sector. Do you agree/disagree with the decision?</p>	5 pts.
Unit 9 July 9 - 15	<p>Students will demonstrate through discussion and analysis an understanding of the relationship between the processes of policy and budgeting.</p>	<p><b>Budgeting and Public Policy Policy Implementation</b></p> <p>Read Chapters 5 and 209 – 225 in Chapter 6 in the text</p> <p>Read HB 33, 2011 – Zero-Based Budgeting Act</p> <p>Read HB 236, 1010 – Agency Accountability Act</p> <p>PP Presentation</p> <p>Check this out: <a href="http://www.usdebtclock.org/">http://www.usdebtclock.org/</a></p> <p>Read these nice summaries of zero-</p>	<p><u>On-line discussion:</u> From the policy perspective, what are the advantages to zero-based budgeting? What are the disadvantages? What are some ways the budgeting process and efforts to control the budget tie into the agency's ability to make regulatory policy and implement legislative policy?</p>	5 pts.

		<p>based budgeting:  <a href="http://www.ncsl.org/?TabID=12578">http://www.ncsl.org/?TabID=12578</a>   <a href="http://www.ncsl.org/default.aspx?tabid=19204">http://www.ncsl.org/default.aspx?tabid=19204</a></p>		
<p>Unit 10  July 15 -  24</p>	<p>Students will demonstrate through preparation of a policy memo their ability to understand, analyze, and made recommendations based on a policy evaluation.</p>	<p><b>Policy Evaluation</b></p> <p>Read Chapter 7</p> <p>PP Presentation</p> <p>Governor's Office of Planning and Budget. 2008. "Policy Brief: Factors That Influence Incarceration." 1-20.</p>	<p><b>Assignment:</b> Work with a partner and submit a policy memo through the assignments tool. Imagine that you work for the Governor of Georgia as a policy analyst for corrections. Review the OPB Policy Brief, paying particular attention to the graphs and charts, and comment on how state policy has affected the corrections budget. Having reviewed this evaluation, what would you recommend as next steps for the state to reduce incarcerations and recidivism?</p>	<p>20 pts.</p>

**Assignments and Possible Points**

*Short Paper – 10 points*

Tobacco policy has been hotly debated, often as an individual right vs. an expensive health risk. The readings for the unit provide some historical background on the tobacco issue, as well as some opinions on how this policy debate should have been handled. Discuss some of the policy players who were involved in the tobacco debate, their values, and their efforts to sway elected officials. Do you agree with Turley that the courts are not the best forum of debating public policy? What are some of the long-term effects of the policy change regarding tobacco? The paper should be three double-spaced pages with reference to this week's readings and other materials as you deem appropriate. Please cite using the Political Science Student Writer's Manual stylebook. (Excerpts appear on the PA website, but it is recommended that you purchase this book.)

*Discussions – 5 points each for a total of 60 points*

Discussion posts should be short essays of two to three paragraphs (and in some cases more), depending on the questions. Essays and responses should be posted by Friday during the week's unit. The best essays will reference all the assigned readings and tie into other course material. Don't worry about full citations in the discussions, but please reference the author and page (Author, 2) within the text of the essay. Respond to the postings of at least two other students (except on the discussion following presentations, when you will need to respond to 6 others). Responding to all students is not necessary. Posting earlier improves class discussion.

Grades are calculated as follows: 2 points for a good essay, 2 points for reading at least the class average of essays and responses read, and 1 point for at least 2 good responses. "Good post" or "nice job" are

not sufficient. Your response should directly relate to what the other student's essay was about or branch off from that. Responses should be substantive to be counted.

**Partner Written Assignments – 3 Policy Memos – 20 points each for a total of 60 points**

You have three policy memos to complete with a partner. I am asking you to do this work with a partner, so that you can get another person's perspective. In three pages, make the memo to the official for whom you would be working as directed in the assignment on the syllabus. This should be a formal document, that is, keep it lean and professional as if you were a policy advisor writing a formal document for presentation to an official. Provide background when appropriate (relevant facts about the problem/issue), discuss the stakeholders and their positions, summarize the pros and cons of alternatives, make a recommendation, and justify that recommendation. You will not be graded on your recommendation, but you will be graded on the components and whether you supported your recommendation. If you don't agree, then put forth both opinions.

Discussion	6 @ 5 pts.	30 pts.
Short paper	10 pts.	10 pts.
Policy memos	3 for 20 pts.	60 pts.
Total		100 pts.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below	F

**Class Policies**

- Readings: To demonstrate familiarity with the readings, reference them in the on-line discussions. Part of your grade is based on how much you participate in the readings.
- Discussion must always be civil. I will likely be engaged in the discussions, but the point is for you to learn from each other. I am not tolerant of rudeness or disrespect of other students. We will respect the thoughts and opinions and others, even when we do not agree.
- This schedule of activities is intended to be used as a guide. Changes may be necessary. Students will be informed of changes to the syllabus.
- No extra points are offered.
- Check BlazeVIEW for announcements and postings on a regular basis, at least once a week, because I almost always send out an announcement at the beginning of the week.
- Check your e-mail often.
- I strongly suggest that you compose your discussions and save them in Word and then paste into the discussion. You can check spelling and grammar this way, and you're less likely to lose them.
- Communications with the instructor should be via VSU email ([mrwickersham@valdosta.edu](mailto:mrwickersham@valdosta.edu)) or the phone number listed above. Email is preferred.

**Accommodations**

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY). See the intro on BlazeVIEW for other access links.

### **Academic Integrity**

Academic integrity is the responsibility of all VSU faculty and students. Cheating and plagiarism are not tolerated and will result in a failing grade, if the student is found guilty of cheating. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty member's syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

Each graduate student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). You may also access this statement at [www.valdosta.edu/mpa/students](http://www.valdosta.edu/mpa/students). Plagiarism will result in a failing grade for the course. In extreme cases, plagiarism will result in dismissal from the program.

### **Portfolio**

Students seeking the M.P.A./D.P.A. have a requirement for a portfolio. If you create materials in this class that you want to include in the portfolio, it is wise to save them on your personal computer, since BlazeVIEW materials may not be accessible in the future. Establishing a portfolio now will save you hours of time later.

See BlazeVIEW for additional info.



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

## DEGREE AND/OR MAJOR TERMINATION FORM

**Institution:** Valdosta State University

**Date Submitted:** February 24, 2012

**Termination Effective Date:** April, 2012

(Note: This date will be used to determine the month in which a Board recommendation will be made to terminate the program.)

**Degree Title and CIP Code:** Specialist in Education with a major in Middle Grades Education – CIP Code: 13120301

**Date Deactivated (if applicable):** August 2008

**Rationale:**

(Note: Include a confirmation and information on whether students are currently matriculating through the program; a confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options; and a confirmation that termination of the program will not have an adverse impact on faculty members or students).

All students enrolled in the program at the time of deactivation have graduated. Faculty members teaching in this program are now teaching in, and students are admitted to, an Educational Specialist Program in Curriculum and Instruction.





BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

## DEGREE AND/OR MAJOR TERMINATION FORM

**Institution:** Valdosta State University

**Date Submitted:** February 24, 2012

**Termination Effective Date:** March, 2012

(Note: This date will be used to determine the month in which a Board recommendation will be made to terminate the program.)

**Degree Title and CIP Code:** Specialist in Education with a major in Pre-Elementary/Early Childhood/Kindergarten Teacher Education – CIP Code: 13121001

**Date Deactivated (if applicable):** August 2008

**Rationale:**

(Note: Include a confirmation and information on whether students are currently matriculating through the program; a confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options; and a confirmation that termination of the program will not have an adverse impact on faculty members or students).

All students enrolled in the program at the time of deactivation have graduated. Faculty members teaching in this program are now teaching in, and students are admitted to, an Educational Specialist Program in Curriculum and Instruction.



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THE UNIVERSITY SYSTEM OF GEORGIA

## DEGREE AND/OR MAJOR TERMINATION FORM

**Institution:** Valdosta State University

**Date Submitted:** February 24, 2012

**Termination Effective Date:** March, 2012

(Note: This date will be used to determine the month in which a Board recommendation will be made to terminate the program.)

**Degree Title and CIP Code:** Specialist in Education with a major in Secondary Education – CIP Code: 13120501

**Date Deactivated (if applicable):** August 2008

**Rationale:**

(Note: Include a confirmation and information on whether students are currently matriculating through the program; a confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options; and a confirmation that termination of the program will not have an adverse impact on faculty members or students).

All students enrolled in the program at the time of deactivation have graduated. Faculty members teaching in this program are now teaching in, and students are admitted to, an Educational Specialist Program in Curriculum and Instruction.

RECEIVED

**REQUEST FOR A REVISED CATALOGUE COPY**

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

Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

FEB 10 2012

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: NA

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: Bachelor of Science in Nursing

Present Requirements: NA

**Proposed Requirements:** (highlight changes after printing) GRADE POINT AVERAGE REQUIREMENT FOR PRE-NURSING MAJORS

Students entering the University directly from high school may declare a major in pre-nursing. In order to continue as a pre-nursing major, students must maintain a GPA of 2.8 or higher on all course work undertaken. If in any given semester a student's overall GPA falls below 2.8, the student will have one academic term to bring it back up to or above 2.8. If the overall GPA remains below 2.8 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to declare a major in pre-nursing must have a GPA of at least 2.8 on all course work undertaken. Upon acceptance as a pre-nursing major, students must maintain a 2.8 overall GPA as described above.

Students changing majors from another program within the University must also have at least a 2.8 overall GPA to transfer to the pre-nursing major, and will be subject to the same maintenance requirements already described.

(To be placed before program objectives-pg 277)

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Clarify the GPA requirement for pre-nursing majors

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

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

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

**Data Sources:**

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

<b>Approvals:</b>	
Department Head: <i>Steph Schubert, RN, MSN, CNL</i>	Date: <i>2/7/2012</i>
College/Division Exec. Committee: <i>[Signature]</i>	Date: <i>2/13/12</i>
Dean(s)/Director(s): <i>Quita H. Hufft</i>	Date: <i>2/16/12</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FEB 23 2012

**REQUEST FOR A REVISED CATALOGUE COPY**

(New Learning Outcomes, Admissions, or Other Program Changes)  
 OFFICE OF THE REGISTRAR  
 VALDOSTA STATE UNIVERSITY  
 Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** 273

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 6/16/2011

*copy previously submitted request*

**Degree and Program Name:** Basic Pre-Licensure BSN Program

**Present Requirements:** Upon completion of the baccalaureate nursing program at Valdosta State University college of Nursing, the graduate will be able to:

1. meet the dynamic, holistic health needs of unique program and culturally diverse individuals, families, and communities throughout the life cycle;
2. collaborate, coordinate, and consult with other health care team members in assisting persons to attain and maintain optimal states of health;
3. synthesize the theoretical and empirical and experimental knowledge gained from the sciences, humanities, and nursing in competent nursing practice;
4. utilize critical thinking and effective communication to assist individuals, families, and communities to attain and maintain optimal health;
5. apply current research findings to professional nursing practice;
6. utilize leadership/management skills as a novice professional nurse;
7. facilitate community activities which plan, deliver, and evaluate health promotion assistive care and rehabilitation.
8. assume individual involvement, responsibility, accountability for professional nursing practice;
9. demonstrate professional development in the nursing role;
10. utilize teaching/learning principles to promote optimal health for individuals, families, and communities throughout the life cycle;
11. interpret and articulate current political and

**Proposed Requirements:** (highlight changes after printing) Upon completion of the baccalaureate nursing program in the College of Nursing at Valdosta State University, the graduate will be able to:

- Synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and communities throughout the lifespan.
- Coordinate with the interdisciplinary team to assess, plan, implement, and evaluate safe effective care.
- Deliver holistic care using critical thinking, sound decision making, and effective communication
- Plan, implement, and evaluate nursing care based on evidence from research and nursing practice
- Apply leadership and management principles as a novice professional nurse in the effective delivery of nursing care
- Integrate professional standards and ethical principles into nursing practice
- Incorporate teaching/learning principles in promoting health for diverse individuals, families, and populations
- Evaluate the impact of trends and issues affecting health and access to health care
- Advocate for persons, groups, and communities based on awareness of ethical and legal issues affecting health care
- Integrate technology in planning, delivery, and evaluation of nursing care.

social issues/trends as well as historical influences on nursing and health care;  
12. integrate the understanding of legal and ethical issues affecting nursing and holistic health care practices into professional nursing practice; and  
13. utilize information technology and networking in development of the professional nursing role.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other BSN Program Objectives updated to reflect recent curriculum revision

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

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

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

**Data Sources:**

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

<b>Approvals:</b>	
Department Head: <i>Steph Shindler, RN, MSN, CNL</i>	Date: <i>2/7/2012</i>
College/Division Exec. Committee: <i>[Signature]</i>	Date: <i>2/13/12</i>
Dean(s)/Director(s): <i>Anita H. Neff</i>	Date: <i>2/22/12</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 11/14/11 (mm/dd/yyyy)

**Department Initiating Revision:**  
College of Nursing

**Faculty Member Requesting Revision:**  
Melissa J. Benton

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NUTR 3300 Introduction to Nutrition, Exercise, and Health

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Introduction to Nutrition, Exercise, and Health  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** An introduction to the basic nutrients and their role in exercise and health. The course focuses on the basic nutrient groups, their effects on health, fitness, and sport, along with body composition and weight balance.

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Nutrition, Fitness, and Health  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:** Basic nutrients and their role in fitness and health. This course focuses on the effect of nutrients and foods on physical fitness and health.

**Semester/Year to be Effective:**  
Fall 2012

**Estimated Frequency of Course Offering:**  
Annually

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

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

- Improving student learning outcomes: This is not an introductory course. Removal of "Introduction" from the course title will provide students with a more realistic understanding of the scope of the course and assist them in anticipating the time commitment that will be needed during the semester.
- Adopting current best practice(s) in field: Health-related fitness is an outcome applicable to all populations and is a more appropriate focus for this course than exercise, which is a mechanism rather than an outcome. Moreover, fitness is directly related to health and activities of daily living, while exercise is related to performance and competition.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

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

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

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

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

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: <i>N/A</i>	Date:
College/Division Exec. Comm.: <i>Theresa Ruth FPPA</i>	Date: <i>2/13/12</i>
Dean/Director: <i>Rita Hugg</i>	Date: <i>2/18/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**DOCTORAL DEGREES  
NEW PROPOSAL FORM: ONE-STEP PROCESS**

**REVISED FORMAL PROPOSAL**

**Institution:** Valdosta State University

**Institutional Contact:** Dr. Louis Levy, President

**Date:** December 14, 2011

**School/Division:** College of Nursing

**Department:** Graduate Program, College of Nursing

**Departmental Contact:** Dr. Anita Hufft

**Name of Proposed Program/Inscription:** Doctor of Nursing Practice (DNP)  
Post Masters Clinical Doctorate years 1-4; Post BSN to DNP Clinical Doctorate years 5+

**Degree:** Doctor of Nursing Practice-DNP

**Major:** Nursing

**CIP Code:** 51.3808      **Anticipated Starting Date:** Fall 2012

Indication of Whether the Program is New and Online: New/Hybrid Program  
Indication of whether the program should be listed with the SREB Electronic Campus: No

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