



## Valdosta State University

**Department of Early Childhood & Special Education**

LOCATION Education Center • ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0092  
PHONE 229.333.6929 • FAX 229.219.1225 • WEB [www.valdosta.edu/coe/ecse/](http://www.valdosta.edu/coe/ecse/)

### MEMORANDUM

**TO:** Karen Shepard, Associate Registrar

**FROM:** Shirley E. Thompson, Ph.D., Interim Department Head  
Early Childhood and Special Education *SES*

**DATE:** February 28, 2013

**SUBJECT:** Course Deactivation Request - Summer 2013

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The purpose of this memo is to request that the following courses be deactivated as of summer, 2013:

|           |           |
|-----------|-----------|
| SPEC 5270 | SEEC 3190 |
| SPEC 5260 | SEEC 3300 |
| SPEC 3040 | SEEC 3400 |
| SPEC 3100 | SEEC 3410 |
| SPEC 4020 | SEEC 3690 |
| SPEC 4070 | SEEC 4140 |
| SPEC 4110 | SEEC 4180 |
| SPEC 4170 | SEEC 4690 |

Thank you.

SET/vab



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

## DEGREE AND/OR MAJOR DEACTIVATION FORM

**Institution: Valdosta State University**

**Date Submitted: February 27, 2013**

**Deactivation Effective Date: May, 2015**

**Degree Title and CIP Code: Master of Education in Special Education General Curriculum/Early Childhood - 5th Year Program**  
**CIP Code: 13109902**

**Rationale:**

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

Low enrollment, decreasing student retention and graduation rates, and data from students, faculty, and school partners led to a decision to deactivate the five year program. The demand for teachers with special education certification decreased enrollment in the fifth year/M.Ed. since school districts were employing teacher education candidates with their B.S.Ed. but not their certification under a provisional certificate. Enrollment also decreased in the fifth year due to the economic recession. A four year B.S.Ed. program was developed and started in 2010 which offers the same dual certification in early childhood and special education P-5 to meet the needs of students and schools. A deactivation date of May, 2013 would allow the students currently finishing to complete the program, while the four year B.S.Ed. program provides the opportunity for current and future students to earn their dual certification.

**Name (President or VP for Academic Affairs typed):**

Karla Hull, Ph.D., Acting Provost and VP for Academic Affairs

**Signature (President or VP for Academic Affairs):**

*Karla Hull*

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# 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: 228

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION

### Present Requirements:

The Department of Early Childhood and Special Education is a diverse department with a program that leads to a Bachelor of Science in Education (B.S.Ed.) degree with initial certification and a major in early childhood education.

The department also offers a pre-professional degree program in early childhood special education general curriculum. This pre-professional degree leads to a B.S.Ed. degree in special education. Students in this program continue their professional education by completing a master's degree with initial certification in early childhood special education general curriculum, enabling them to teach in early childhood classrooms or special education classrooms serving P-5 students in the general curriculum.

The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

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

The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5) and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5).

The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

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**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 Deactivation of SEEC 5<sup>th</sup> year dual certification program.

**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.) Deactivation of program due to reconfiguring of degrees

**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.) Program assessments reported on the SACS IER and GaPSC PAAR.



| <b>Approvals:</b>                            |                      |
|----------------------------------------------|----------------------|
| Department Head: <i>Shelly Thompson</i>      | Date: <i>2/28/13</i> |
| College/Division Exec. Committee: <i>Den</i> | Date: <i>2/28/13</i> |
| Dean(s)/Director(s): <i>Den</i>              | Date: <i>2/28/13</i> |
| Graduate Exec. Comm.:<br>(for grad program)  | Date:                |
| Graduate Dean:<br>(for grad program)         | Date:                |
| Academic Committee:                          | Date:                |

Form last updated: January 6, 2010

**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: 198

Proposed Effective Date for Revised  
Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: Dewar College of Education

**Present Requirements:**  
TEACHING DEGREE PROGRAMS IN THE  
COLLEGE OF EDUCATION

\*Early Childhood Special  
Education General Curriculum P-5

**Proposed Requirements: (highlight changes  
after printing)**  
TEACHING DEGREE PROGRAMS IN THE  
COLLEGE OF EDUCATION

Early Childhood Special  
Education General Curriculum P-5

**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 Asterisk denoted the deactivation of SEEC 5<sup>th</sup> year dual certification master's program..

**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.) Deactivation of program due to reconfiguring of degrees

**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.) **Program assessments reported on the SACS IER and GaPSC PAAR.**

| <b>Approvals:</b>                           |               |
|---------------------------------------------|---------------|
| Department Head: <i>Shela Hopson</i>        | Date: 2/28/13 |
| College/Division Exec. Committee: <i>DM</i> | Date: 2/20/13 |
| Dean(s)/Director(s): <i>DM</i>              | Date: 2/25/13 |
| Graduate Exec. Comm.:<br>(for grad program) | Date:         |
| Graduate Dean:<br>(for grad program)        | Date:         |
| Academic Committee:                         | Date:         |

Form last updated: January 6, 2010

RECEIVED

FEB 15 2013

**REQUEST FOR A REVISED CATALOGUE COPY**

(New Learning Outcomes, Admissions, or Other Program For **GRADUATE SCHOOL**)

Valdosta State University

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number: p. 85

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 85Fall 13

Degree and Program Name: Ed.D. in Leadership

**Present Requirements:**

**DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP**

The Leadership Major seeks to develop effective, ethical, and diverse leaders whose goal is to maximize achievement in schools and other organizations. The program provides skill applications that provide the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and school or organizational improvement.

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

**DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP**

The Leadership Major develops effective, ethical, and diverse leaders who can lead organizations in a rapidly changing world. Skill applications serve as the connection between knowledge and inquiry. The skills developed in the core leadership, interdisciplinary, and research curricula contribute to the development of a culture of continuous organizational improvement.

The program is designed for professionals serving in a variety of organizations including P-12 schools, colleges/universities, non-profits, social service agencies, and other businesses. Students may earn concentrations in Organizational Leadership, Higher Education, Student Affairs, Curriculum Leadership, Technology Leadership, or P-12 Performance-Based Leadership (initial P-12 GaPSC leadership certification). Advanced P-12 GaPSC certification in school leadership can be earned by completing any concentration except Higher Education. Concentrations may be customized with the permission of the advisor.

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**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 : Effective July 15, 2011 the GaPSC enacted new rules pertaining to certificate upgrades for advanced degrees.
- Other Clarify the language concerning concentrations.

**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.) GaPSC Rules

**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.) Program key assessments reported annually on the SACS Institutional Effectiveness Report and GaPSC Preparation Approval Annual Report

| <b>Approvals:</b>                                                 |               |
|-------------------------------------------------------------------|---------------|
| Department Head: <i>J. P. Pez</i>                                 | Date: 2/14/13 |
| College/Division Exec. Committee: <i>DM</i>                       | Date: 2/19/10 |
| Dean(s)/Director(s): <i>DM</i>                                    | Date: 2/14/13 |
| Graduate Exec. Comm.:<br>(for grad program) <i>J. T. J. J. J.</i> | Date: 2-26-13 |
| Graduate Dean:<br>(for grad program) <i>J. T. J. J. J.</i>        | Date: 2-26-13 |
| Academic Committee:                                               | Date:         |

Form last updated: January 6, 2010

RECEIVED

FEB 15 2013

**REQUEST FOR A REVISED CATALOGUE COPY**

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

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Area of Change:  Core  Senior  Graduate

Current Catalogue Page Number:  
<http://www.valdosta.edu/academics/graduate-school/our-programs/doctor-of-education-in-leadership.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: Ed.D. in Leadership

**Present Requirements:**

- Minimum GRE Requirements:
  - o Verbal score of 425; Quantitative score of 425, and Analytical score of 3.5 (old scoring system - 425)
- Minimum MAT Requirements:
  - o New scoring system - 390. Old scoring system - 36

**Important Program Information**

**Petition for Admission by Exception**

\* Applicants who do not meet the minimum requirements stated above may submit a request for admission by exception to the Graduate School.

\* The petition should be in the form of a letter. It should state any extenuating circumstances the applicant wishes to have considered and must state why the applicant believes that he or she will be successful if admitted to the program. The letter should be addressed to the Departmental Doctoral Admissions Committee. The letter should be submitted as part of the application packet.

Doctoral candidates considered for admission by the Doctoral Admissions Committee may be required to appear for an interview before final decisions are rendered.

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

GRE or MAT scores are required\*

Recommended minimum scores for GRE:  
Verbal score of 425/148  
Quantitative score of 42 /140, and  
Analytical score of 425/3.5

Recommended minimum score for MAT is 400.

\* GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.

**Important Program Information**

Completed applications are reviewed by a doctoral admissions committee comprised of leadership doctoral faculty. Admissions decisions are based on a composite of qualitative and quantitative factors including the academic writing sample, recommendations, professional activities/achievements, prior grades, and test scores. Many factors influence admissions decisions including qualifications of other applicants and space available in the program.

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**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 GRE scores were modified to address test score changes from ETS.

**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.) "GRE Guide to the Use of Scores" from [www.ets.org/gre](http://www.ets.org/gre).

**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.) Admissions data will be used to verify that the correct criteria have been followed.

| <b>Approvals:</b>                           |                     |               |
|---------------------------------------------|---------------------|---------------|
| Department Head:                            | <i>J. S. Pat</i>    | Date: 2/14/13 |
| College/Division Exec. Committee:           | <i>[Signature]</i>  | Date: 2/14/13 |
| Dean(s)/Director(s):                        | <i>[Signature]</i>  | Date: 2/19/10 |
| Graduate Exec. Comm.:<br>(for grad program) | <i>J. T. J. Pat</i> | Date: 2-26-13 |
| Graduate Dean:<br>(for grad program)        | <i>J. T. J. Pat</i> | Date: 2-26-13 |
| Academic Committee:                         |                     | Date:         |

Form last updated: January 6, 2010

# 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: 218

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall, 2013

Degree and Program Name: Department of Adult and Career Education

### Present Requirements:

The Department of Adult and Career Education offers several undergraduates programs of study. Students who hold a technical A.A.S. degree from technical colleges may pursue the Bachelor of Applied Science with a major in Technical Studies (if current modifications are passed, name of major would change to "Human Capital Performance"). The department also offers the Bachelor of Science in Education degree with a major in Workforce Education that has options in Career-Technical Education and Workforce Training and in Development. The Bachelor of Science degree with a major in Office Administration and Technology is offered on campus for traditional students and online for non-traditional adult students as a bachelor's completion program.

The undergraduate programs in the Department of Adult and Career Education are designed to give the student professional knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum. One goal of the department is to offer professional education programs that prepare teachers in the areas of business education; technical, trade and industrial education; healthcare science technology education; and adult and career education. A second goal of the department is to offer professional programs to prepare industry practitioners with degrees in technical studies and administrative services. A primary focus of all departmental programs is to serve students with relevant, practical

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

The Department of Adult and Career Education offers several undergraduates programs of study. The department offers the Bachelor of Science in Education degree with a major in Workforce Education (WED) that has options in Career-Technical Education and Workforce Training and Development. The Bachelor of Science Degree with a major in Office Administration and Technology (OAT) and the Bachelor of Applied Science (BAS) in Human Capital Performance are offered on campus for traditional students and online for post-traditional adult students as bachelor completion programs. The BAS degree is specifically designed for A.A.S. graduates from technical colleges and post-traditional students who are military veterans and/or working adults with professional certifications, licenses, and/or prior learning/work experience. The OAT online option is designed for working office professionals who wish to complete the bachelor degree in the field.

The undergraduate programs in the Department of Adult and Career Education are designed to give the student professional knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum. One goal of the department is to offer professional education programs that prepare teachers in the areas of business education; technical, trade and industrial education; healthcare science technology education; and adult and career education. A second goal of the department is to offer professional programs to prepare industry practitioners with degrees in human capital performance and administrative services. A primary focus of all departmental programs is to serve students with relevant, practical coursework

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coursework that encourages life-long learning and the utilization of technology. Additionally, the department seeks to prepare professionals through on-line and traditional courses that develop the knowledge, dispositions, skills, and ethics necessary to function in a variety of work environments.

that encourages life-long learning and the utilization of technology. Additionally, the department seeks to prepare professionals through on-line and traditional courses that develop the knowledge, dispositions, skills, and ethics necessary to function in a variety of work environments.

**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 The change in the overall description of the degree programs in the department will accurately reflect the modifications being proposed to be implemented in the Fall semester of 2013

**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>Reynold L. Maty</i>      | Date: <i>3/4/13</i> |
| College/Division Exec. Committee: <i>Dea</i> | Date: <i>3/4/13</i> |
| Dean(s)/Director(s): <i>Dea</i>              | Date: <i>3/4/13</i> |
| Graduate Exec. Comm.:<br>(for grad program)  | Date:               |
| Graduate Dean:<br>(for grad program)         | Date:               |
| Academic Committee:                          | Date:               |

Form last updated: January 6, 2010

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**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:** 224

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 8/2013

**Degree and Program Name:** Bachelor of Science Degree with a Major in Office Administration and Technology--Online Bachelor Completion Option

**Present Requirements:**

**Selected Educational Outcomes**

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such higher-level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem- solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer-technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

**Examples of Outcome Assessments**

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor or the job-site supervisor. Students and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Program graduates will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Program graduates will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

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

**Selected Educational Outcomes**

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such higher-level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem- solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer-technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

**Examples of Outcome Assessments**

1. Students will be assessed on an e-portfolio that will be submitted before the end of their final semester.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

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**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 The use of ePortfolios to assess outcomes is a widely accepted best practice (Buzzetto-More & Alade, 2006; Provezia, 2012).

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other : OAT-Online students must document a minimum of three years' of work experience in the field of administrative office technology to be fully admitted to the Online Bachelor Completion Option, replacing the requirement for the practicum experience required of students in the OAT-On-campus program. When OAT-Online students apply for experiential credit for their work experience, the documentation they submit is reviewed and approved for three credits as ACED 2940 by the OAT-OBC Advisor, ACED Department Chair, Dean of the College of Education, Vice President of Academic Affairs, and the Registrar's Office. This experiential credit precludes the need for an internship at the end of the degree program. Instead of an internship as an outcomes assessment, the OAT-Online students will submit an ePortfolio their last semester prior to graduation.

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

Indirect measures: SOIs, student, employer, or alumni surveys, etc. This curriculum change was previously approved, but the Examples of Outcomes Assessments was not previously changed to meet the unique assessment needs of the OAT-Online students.

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.) The e-portfolio submitted by each student during his/her last semester prior to graduation will be assessed.

Buzzetto-More, N. A. & Alade, A. J. (2006). Best Practices in e-Assessment. Journal of Information Technology Education (5). Retrieved from <http://informing-science.org/jite/documents/Vol5/v5p251-269Buzzetto152.pdf>

Provezia, S. (2012, June). LaGuardia Community College: Weaving Assessment into the Institutional Fabric (NILOA Examples of Good Assessment Practice). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

| <b>Approvals:</b>                            |                      |
|----------------------------------------------|----------------------|
| Department Head: <i>Reynold L. Mastey</i>    | Date: <i>3/4/13</i>  |
| College/Division Exec. Committee: <i>Den</i> | Date: <i>3/14/13</i> |
| Dean(s)/Director(s): <i>Den</i>              | Date: <i>3/14/13</i> |
| Graduate Exec. Comm.:<br>(for grad program)  | Date:                |
| Graduate Dean:<br>(for grad program)         | Date:                |
| 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

F

**Current Catalog Page Number:**

224

**Proposed Effective Date for Curriculum Change:**

(Month/Year): 8/2013

**Degree & Program Name:**

(e.g., BFA, Art): Bachelor of Science Degree with a Major in Office Administration and Technology—Online Bachelor Completion Option

**Present Requirements:**

Requirements for the B.S. Degree with a Major in Office Administration and Technology Online Bachelor Completion (OBC) Option Core Areas A-E (See VSU Core Curriculum).

..... 42 hours

Area F Requirements ..... 18 hours

ACED 1100, ACED 2000 ..... 6 hours

ACED 2400 or CS 1000 ..... 3 hours

ACCT 2101, BUSA 2106 ..... 6 hours

ECON 1500 or ECON 2106 ..... 3 hours

Major Course Requirements ..... 60 hours

ACED 2050, ACED 3000, ACED 3100 ..... 9 hours

ACED 3101, ACED 3150, ACED 3400 ..... 9 hours

ACED 3610, ACED 3700, ACED 4020 ..... 9 hours

ACED 4050, ACED 4070, ACED 4160 ..... 9 hours

ACED 2940, ACED 4810, MKTG 3050 ..... 9 hours

Guided Electives: (Choose 15 hours)

ACED 3940, ACED 3600, ACED 4550,

ACED 4820, AFAM 2020, COMM 1100, COMM

2300, ECON 2105, ECON 2106, ENGL 3020,

ENGL 3080, FIN 2380, KSPE 2000, LIBS 1000,

SPAN 1001, or advisor-approved electives

..... 15 hours

Total hours required for the degree

..... 120 semester hours

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

Requirements for the B.S. Degree with a Major in Office Administration and Technology Online Bachelor Completion (OBC) Option Core Areas A-E (See VSU Core Curriculum).

..... 42 hours

Area F Requirements ..... 18 hours

ACED 1100, ACED 2000 ..... 6 hours

ACED 2400 or CS 1000 ..... 3 hours

ACED 2101 or ACCT 2101 ..... 3 hours

ACED 2160 or BUSA 2106 ..... 3 hours

ACED 2106 or ECON 1500 or ECON 2106.3 hours

Major Course Requirements ..... 60 hours

ACED 2050, ACED 2300, ACED 2700 ..... 9 hours

ACED 2940, ACED 3101, ACED 3150 ..... 9 hours

ACED 3400, ACED 3610, ACED 4020 ..... 9 hours

ACED 4030 or MKTG 3050 ..... 3 hours

ACED 4050, ACED 4070, ACED 4160 ..... 9 hours

ACED 4550, ACED 4820 ..... 6 hours

Guided Electives: (Choose 15 hours—at least 6 hours must be at the 3000- or 4000-level)

ACED 3940, ACED 3600, ACED 4810, ACCT 2102,

AFAM 2020, BUSA 2100, BUSA 3200, COMM

1100, COMM 1110, COMM 2300, CS 1010, CS

1301, ECON 1500, ECON 2105, ECON 2106,

ENGL 2080, ENGL 3010, ENGL 3020, ENGL 3080,

FIN 2380, FIN 3350, KSPE 2000, KSPE 2800,

LEAS 1100, LEAS 3200, LIBS 1000, MGNT 3250,

MGNT 3910, MGNT 4000, MGNT 4800, MKTG

4680, MKTG 4750, PERS 2110, PERS 2485, PERS

2660, PERS 2680, PERS 2700, PERS 2730, PERS

2750, PHIL 3150, SPAN 1001, SPAN 1002, THEA

1000 or OTHER advisor-approved electives

250

|  |                                                                                          |
|--|------------------------------------------------------------------------------------------|
|  | ..... 15 hours<br><b>Total hours required for the degree</b><br>..... 120 semester hours |
|--|------------------------------------------------------------------------------------------|

**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:** ACED 3100 Computer Systems and ACED 3150 Computer Operating Systems are being combined into one course, ACED 3150 Computer Systems for the Office to eliminate redundancy. ACED 4550 Health and Safety in the Work Environment is being added to replace the credits from ACED 3100. ACED 4550 will provide students with important topics related to workplace safety regulations, agencies, codes, ergonomics, etc. ACED 4820 is replacing ACED 4810 in the list of major course requirements because ACED 4820 provides students with relevant content not already duplicated in the program, including planning systems, strategic and operational planning, mission and vision statements, etc..

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

**Other:** In support of the Complete College Georgia initiative, changes proposed will help streamline the articulation agreement with all Technical College System of Georgia campuses that offer the Business Administrative Technology Associate of Applied Science Degree (BAT AAS).

Once the proposed changes are in effect, students who complete the BAT AAS with the appropriate electives will be able to transfer:

- 48 semester credit hours into the OAT Online Bachelor Degree Completion Option (OAT-Online) program of study (12 in Core Areas A-E, 18 in Core Area F, 9 in Guided Electives, and 9 in Major) OR --
- 45 semester credit hours into the OAT-On-Campus Degree Program (12 in Core Areas A-E, 18 in Core Area F, 9 in Guided Electives, and 6 in the Major).

Two courses offered by the VSU OAT Program at the 3000-level will be re-numbered to the 2000-level to allow transfer from the TCSG schools. These courses are ACED 3000, Intermediate Keyboarding which will be changed to ACED 2300; and ACED 3700, Desktop Publishing, which will be changed to ACED

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2700. Through discussions with BAT Program representatives from the TCSG, it was determined that the content of these two courses closely match the content in their BUSN 1440 Document Production and BUSN 1430 Desktop Publishing & Presentation Graphics courses. Renumbering these courses still leaves enough 3000- and 4000- level courses in the major to meet the 39-credit requirement, because this proposal also includes a revision to the Guided Electives, which requires that 6 hours of the 15 hours of Guided Electives now be at the 3000- or 4000-level.

To further increase availability of the OAT-Online degree, four new ACED courses (ACED 2101 Accounting for the Office, ACED 2106 Economics for Business, ACED 2160 Business Regulations and Compliance, and ACED 4030 Marketing & e-Commerce) are being proposed to give students alternatives to the courses in the OAT program that are not offered online by VSU. Currently, online students are forced to (a) take those classes on the VSU campus, which is a hardship for online students who do not reside near Valdosta, or (b) online as transient students at other USG institutions, taking tuition dollars away from VSU.

For efficiency, course offerings in both the online and traditional OAT options are being kept as similar as possible. Students who have met all of the admissions requirements into the OAT-Online degree (OATO) get priority registration privileges into the online courses during Early Registration. This is done to ensure that nontraditional students who cannot attend on-campus classes get the first chance at the online courses. After Early Registration, the online courses are opened up to all OAT Majors. This includes any OATX students (ones who have not met all admissions requirements to get into the OAT-Online option, but have declared it as their major) as well as the OAT-On-Campus majors who desire to take classes online.

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Meetings with personnel from Wiregrass Georgia Technical College and communication from students currently enrolled in the OAT-Online Bachelor Completion Option. Discussions with Advisory Committee members regarding current trends in the workplace.
- 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. SOI results will be used.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
1. Students will be assessed on an e-portfolio that will be submitted before the end of their final semester.
  2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
  3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

|                                                 |              |
|-------------------------------------------------|--------------|
| <b>Approvals:</b>                               |              |
| Department Head: <i>Reynolds J. May</i>         | Date: 3/4/13 |
| College/Division Exec. Committee: <i>DM</i>     | Date: 3/4/12 |
| Dean(s)/Director(s): <i>DM</i>                  | Date: 3/4/12 |
| Grad. Exec. Committee:<br>(for graduate course) | Date:        |
| Graduate Dean:<br>(for graduate course)         | Date:        |
| 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

F

**Current Catalog Page Number:**  
224

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): 8/2013

**Degree & Program Name:**  
(e.g., BFA, Art): Bachelor of Science Degree with a Major in Office Administration and Technology (On-Campus Option)

**Present Requirements:**

**Requirements for the B.S. Degree with a Major in Office Administration and Technology**

**Core Areas A-E (See VSU Core Curriculum).**  
..... 42 hours

**Area F Requirements** ..... 18 hours  
**ACED 1100, ACED 2000** ..... 6 hours  
**ACED 2400 or CS 1000** ..... 3 hours  
**ACCT 2101, BUSA 2106** ..... 6 hours  
**ECON 1500 or ECON 2106** ..... 3 hours

**Major Course Requirements** ..... 60 hours  
**ACED 2050, ACED 3000, ACED 3100** ..... 9 hours  
**ACED 3101, ACED 3150, ACED 3400** ..... 9 hours  
**ACED 3610, ACED 3700, ACED 4020** ..... 9 hours  
**ACED 4050, ACED 4070, ACED 4160** ..... 9 hours  
**ACED 4300, ACED 4810, MKTG 3050** ..... 9 hours

**Guided Electives: (Choose 15 hours)**  
**ACED 2940, ACED 3940, ACED 3600, ACED 4550,**  
**ACED 4820, ACCT 2102, AFAM 2020, COMM**  
**1100, COMM 2300, ECON 2105, ECON 2106,**  
**ENGL 3020, ENGL 3080, FIN 2380, KSPE 2000,**  
**LIBS 1000, MGNT 3250, MGNT 3910, MGNT 4000,**  
**MGNT 4800, MKTG 4680, PHIL 3150,**  
**SPAN 1001, or advisor-approved electives**  
 ..... 15 hours

**Total hours required for the degree**  
 ..... 120 semester hours

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

**Requirements for the B.S. Degree with a Major in Office Administration and Technology**

**Core Areas A-E (See VSU Core Curriculum).**  
..... 42 hours

**Area F Requirements** ..... 18 hours  
**ACED 1100, ACED 2000** ..... 6 hours  
**ACED 2400 or CS 1000** ..... 3 hours  
**ACED 2101 or ACCT 2101** ..... 3 hours  
**ACED 2160 or BUSA 2106** ..... 3 hours  
**ACED 2106 or ECON 1500 or ECON 2106** ..... 3 hours

**Major Course Requirements** ..... 60 hours  
**ACED 2050, ACED 2300, ACED 2700** ..... 9 hours  
**ACED 3101, ACED 3150** ..... 6 hours  
**ACED 3400, ACED 3610, ACED 4020** ..... 9 hours  
**ACED 4030 or MKTG 3050** ..... 3 hours  
**ACED 4050, ACED 4070, ACED 4160** ..... 9 hours  
**ACED 4300, ACED 4550, ACED 4820** ..... 9 hours

**Guided Electives: (Choose 15 hours--at least 6 hours must be at the 3000- or 4000-level)**  
**ACED 2940, ACED 3940, ACED 3600, ACED 4810,**  
**ACCT 2102, AFAM 2020, BUSA 2100, BUSA 3200,**  
**COMM 1100, COMM 1110, COMM 2300, CS 1010,**  
**CS 1301, ECON 1500, ECON 2105, ECON 2106,**  
**ENGL 2080, ENGL 3010, ENGL 3020, ENGL 3080,**  
**FIN 2380, FIN 3350, KSPE 2000, KSPE 2800,**  
**LEAS 1100, LEAS 3200, LIBS 1000, MGNT 3250,**  
**MGNT 3910, MGNT 4000, MGNT 4800, MKTG**  
**4680, MKTG 4750, PERS 2110, PERS 2485, PERS**  
**2660, PERS 2680, PERS 2700, PERS 2730, PERS**  
**2750, PHIL 3150, SPAN 1001, SPAN 1002, THEA**  
**1000 or OTHER advisor-approved electives**

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|  |                                                                                          |
|--|------------------------------------------------------------------------------------------|
|  | ..... 15 hours<br><b>Total hours required for the degree</b><br>..... 120 semester hours |
|--|------------------------------------------------------------------------------------------|

**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:** ACED 3100 Computer Systems and ACED 3150 Computer Operating Systems are being combined into one course, ACED 3150 Computer Systems for the Office to eliminate redundancy. ACED 4550 Health and Safety in the Work Environment is being added to replace the credits from ACED 3100. ACED 4550 will provide students with important topics related to workplace safety regulations, agencies, codes, ergonomics, etc. ACED 4820 is replacing ACED 4810 in the list of major course requirements because ACED 4820 provides students with relevant content not already duplicated in the program, including planning systems, strategic and operational planning, mission and vision statements, etc..

**Adopting current best practice(s) in field:**

**Meeting mandates of state/federal/outside accrediting agencies:**

**Other:** In support of the Complete College Georgia initiative, changes proposed will help streamline the articulation agreement with all Technical College System of Georgia campuses that offer the Business Administrative Technology Associate of Applied Science Degree (BAT AAS).

Once the proposed changes are in effect, students who complete the BAT AAS with the appropriate electives will be able to transfer:

—48 semester credit hours into the OAT Online Bachelor Degree Completion Option (OAT-Online) program of study (12 in Core Areas A-E, 18 in Core Area F, 9 in Guided Electives, and 9 in Major) OR —45 semester credit hours into the OAT-On-Campus Degree Program (12 in Core Areas A-E, 18 in Core Area F, 9 in Guided Electives, and 6 in the Major).

Two courses offered by the VSU OAT Program at the 3000-level will be re-numbered to the 2000-level to allow transfer from the TCSG schools. These courses are ACED 3000, Intermediate Keyboarding which will be changed to ACED 2300; and ACED 3700, Desktop Publishing, which will be changed to ACED

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2700. Through discussions with BAT Program representatives from the TCSG, it was determined that the content of these two courses closely match the content in their BUSN 1440 Document Production and BUSN 1430 Desktop Publishing & Presentation Graphics courses. Renumbering these courses still leaves a sufficient number of 3000- and 4000- level courses in the major to meet the 39-credit requirement, because this proposal also includes a revision to the Guided Electives, which requires that 6 hours of the 15 hours of Guided Electives now be at the 3000- or 4000-level.

To further increase availability of the OAT-Online degree, four new ACED courses (ACED 2101 Accounting for the Office, ACED 2106 Economics for Business, ACED 2160 Business Regulations and Compliance, and ACED 4030 Marketing & e-Commerce) are being proposed to give students alternatives to the courses in the OAT program that are not offered online by VSU. Currently, online students are forced to (a) take those classes on the VSU campus, which is a hardship for online students who do not reside near Valdosta, or (b) online as transient students at other USG institutions, taking tuition dollars away from VSU.

For efficiency, course offerings in both the online and traditional OAT options are being kept as similar as possible. Students who have met all of the admissions requirements into the OAT-Online degree (OATO) get priority registration privileges into the online courses during Early Registration. This is done to ensure that nontraditional students who cannot attend on-campus classes get the first chance at the online courses. After Early Registration, the online courses are opened up to all OAT Majors. This includes any OATX students (ones who have not met all admissions requirements to get into the OAT-Online option, but have declared it as their major) as well as the OAT-On-Campus majors who desire to take classes online.

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

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Meetings with personnel from Wiregrass Georgia Technical College and communication from students currently enrolled in the OAT Online Bachelor Completion Option. Discussions with Advisory Committee members regarding current trends in the workplace.
- 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 and alumni surveys will be used.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

1. OAT-Online students will be assessed on an e-portfolio that will be submitted before the end of their final semester. OAT-On-Campus students will be assessed during their internship at the end of the program.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative

Office Procedures).

3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

**Approvals:**

|                                                 |                     |
|-------------------------------------------------|---------------------|
| Department Head: <i>Reynolds L. Matney</i>      | Date: <i>3/4/13</i> |
| College/Division Exec. Committee: <i>DM</i>     | Date: <i>3/4/13</i> |
| Dean(s)/Director(s): <i>DM</i>                  | Date: <i>3/4/13</i> |
| Grad. Exec. Committee:<br>(for graduate course) | Date:               |
| Graduate Dean:<br>(for graduate course)         | Date:               |
| Academic Committee:                             | Date:               |

Form last updated: January 6, 2010



## 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: 224

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: **Bachelors of Applied Science Degree with a Major in Technical Studies**

**Present Requirements:**

BACHELOR OF APPLIED SCIENCE DEGREE  
WITH A MAJOR IN TECHNICAL STUDIES

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

BACHELOR OF APPLIED SCIENCE DEGREE  
WITH A MAJOR IN HUMAN CAPITAL  
PERFORMANCE.

**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 The name of the major is revised to more accurately describe what the courses within the major actually provide for the students. The term "technical studies" implies that students will learn about technical topics, subjects and/or disciplines. In actuality the major provides students with transferable general employment skills that enhance their value as employees ... or human capital. The term "human capital" is commonly used in the private sector to mean the worth of employees in terms of their abilities, skills and competencies.

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

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Employer and stakeholder feedback.

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

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**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. Surveys will be conducted to see if the marketing of the degree is improved.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

| <b>Approvals:</b>                                    |              |
|------------------------------------------------------|--------------|
| Department Head: <i>Robert L. Matney</i>             | Date: 3/4/13 |
| College/Division Exec. Committee: <i>[Signature]</i> | Date: 5/9/13 |
| Dean(s)/Director(s): <i>[Signature]</i>              | Date: 3/4/12 |
| Graduate Exec. Comm.:<br>(for grad program)          | Date:        |
| Graduate Dean:<br>(for grad program)                 | Date:        |
| Academic Committee:                                  | Date:        |

Form last updated: January 6, 2010

## 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: 225

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: **Bachelors of Applied Science Degree with a Major in Human Capital Performance - Online Bachelor Completion Option**

**Present Requirements:**  
(TO BE ADDED)

**Proposed Requirements:** (highlight changes after printing)  
Bachelor of Applied Science Degree with a Major in Human Capital Performance - Online Bachelor Completion Option

**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 via an e-portfolio that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience.
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.

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**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 Specification of ACED 4810 and ACED 4820 for assessments #2 and #3 will clarify where these assessments take place. The modification of a specific outcome and assessment related to project management skills is reflective of the expectations of the modern workplace for technical employees.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The online nature of the BAS-OBC program requires that an e-portfolio be implemented as the assessment for determining the level of technical competency for Outcome #1.

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

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Employer and Internship feedback.
- 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, student and employer surveys will be utilized to gain perceptual data on the effectiveness of these changes.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data from all three assessments will be collected on an annual basis for accreditation and program improvement purposes.

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| <b>Approvals:</b>                                    |              |
|------------------------------------------------------|--------------|
| Department Head: <i>Reynolds L. Matz</i>             | Date: 3/4/13 |
| College/Division Exec. Committee: <i>[Signature]</i> | Date: 3/4/13 |
| Dean(s)/Director(s): <i>[Signature]</i>              | Date: 3/4/13 |
| Graduate Exec. Comm.:<br>(for grad program)          | Date:        |
| Graduate Dean:<br>(for grad program)                 | Date:        |
| Academic Committee:                                  | Date:        |

Form last updated: January 6, 2010

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# 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: 224

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: Bachelors of Applied Science Degree with a Major in Human Capital Performance

### Present Requirements:

#### Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate career planning skills
3. Program graduates will demonstrate knowledge of change management principles in the work environment.

#### Examples of Outcome Assessments

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor and the job-site supervisor. Program graduates and 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.
3. Program graduates will develop a plan for managing change in the work environment.

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

#### 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 on their practicum experience through direct observation on a rating scale by the university supervisor and the job-site supervisor. Program graduates and 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.

**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 The modification of a specific outcome related to project management skills is reflective of the expectations of the modern workplace for technical employees.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The on-campus BAS program and online BAS program need to be congruent in outcomes and assessments. Specification of ACED 4810 and ACED 4820 for assessments #2 and #3 will clarify where this assessment takes place.

264

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Employer and Internship feedback.**
- 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, student and employer surveys will be utilized to gain perceptual data on the effectiveness of these changes.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data from all three assessments will be collected on a annual basis for accreditation and program improvement purposes.



| <b>Approvals:</b>                                    |              |
|------------------------------------------------------|--------------|
| Department Head: <i>Reynolds L. Matij</i>            | Date: 3/4/13 |
| College/Division Exec. Committee: <i>[Signature]</i> | Date: 3/4/10 |
| Dean(s)/Director(s): <i>[Signature]</i>              | Date: 3/4/10 |
| Graduate Exec. Comm.:<br>(for grad program)          | Date:        |
| Graduate Dean:<br>(for grad program)                 | Date:        |
| Academic Committee:                                  | Date:        |

Form last updated: January 6, 2010

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# 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

Area F

**Current Catalog Page Number:**  
225

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2013

**Degree & Program Name:**  
(e.g., BFA, Art): BAS -  
Human Capital Performance,  
Online Bachelor Completion  
Option

**Present Requirements:**

(To be added to existing on-campus BAS degree)

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

Requirements for the BAS. Degree with a  
Major in Human Capital Performance Online  
Bachelor Completion (OBC) Option  
Core Areas A-E (See VSU Core Curriculum)  
42 hours

Area F Requirements -  
Courses Appropriate to the Major..... 18 hours  
Completion of an approved technical college  
applied associates degree or equivalent as  
evidenced by recognized industry granted  
certificates, credentials, licenses, military training  
and/or prior learning/technical work experience

**MAJOR COURSE REQUIREMENTS      33 hours**

ACED 2400, ACED 4550, ACED 4810 ..... 9 hours  
ACED 4050, ACED 4820, ACED 3520..... 9 hours  
PSYC 3800, ACED 3800, ACED 4830..... 9 hours  
ACED 3400, ACED 3510..... 6 hours

Guided Upper Division Electives .....9 hours

Approved Electives: ORGL 3000, ORGL 3050,  
ORGL 4000, POL 4860, ACED 3150, ACED 3101  
ACED 4030 or as approved by advisor

Supporting Courses ..... 18 hours

Completion of an approved technical college  
applied associates degree or equivalent as  
evidenced by recognized industry granted  
certificates, credentials, licenses, military training  
and/or prior learning/technical work experience.  
Combined with Area F for a total of 36 hours credit.

**Total hours required for the degree .....120 hours**

267

**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:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

One of the areas of growth for VSU is with serving the higher education needs of post-traditional adult learners. The Adult Learning Focused Institutional Self Assessment (ISAS) was conducted in Spring 2009. The preliminary analysis of the results revealed that:

- 1) VSU served a small percentage of undergraduate adult students (13 percent of total student population);
- 2) While many of the respondents to this section of the survey did see that VSU's mission, leadership, and organizational structure was "somewhat" responsive to the needs of adult learners, most did not perceive the institution as very actively engaged in this area;
- 3) In general, survey respondents did not see that VSU devoted much of its undergraduate student recruitment strategies at the non-traditional adult population; and
- 4) VSU offered the vast majority of its undergraduate courses during regular daytime (8:00 am - 5:00 pm) hours. The frequency of nontraditional curricular designs and formats is utilized less rather than more often across the undergraduate curriculum although evening, weekend, and technology-assisted course delivery and external internships/practicums exist on a limited basis. In Fall 2011, 2413 total undergraduate course sections (with registered students) were offered; 651 or 26.9% were offered before 8:00 am, after 5:00 pm, online or on weekends.

VSU has a great potential for enrollment growth from post-traditional adult students to complete baccalaureate degree programs. In 2009 the Adult and Career Education Department launched its Office Administration & Technology On-line Bachelor Completion Program (OAT-OBC) supported by VSU Strategic Focus funding. This program was the first of its kind to be placed online and offer adult learners the opportunity to further their education. Since the start of this program in 2009, the program has grown from 10 students in 2009, 25 students in 2010, 50 students in 2011, to 60 students in 2012.

Last year charges were given to the University System of Georgia (USG) Board of Regents by Governor Nathan Deal to participate in an effort to increase the nation's college completion rate through initiative called "Complete College America". Governor Deal then launched the "Complete College Georgia" initiative. This proposed BAS-OBC program would be one way VSU can contribute to increase Georgia college completion rates. According to the Governor's message, approximately 42 percent of young adults hold a certificate, associate's degree, bachelor's degree or higher. According to projections by the year 2020 over 60% of all jobs will require some form of postsecondary education.

USG Chancellor Hank Huckaby stated that we must think much bigger and focus on strategies that will attract and retain more graduates from among the post-traditional and traditional student populations in Georgia. Such an effort would require collaboration between the University System of Georgia and the Technical College System of Georgia. This partnership will be enhanced by Georgia's selection as one of ten states to receive funding through "Complete College America".

**The BAS-OBC Program**

Originally, the Bachelors of Applied Science (BAS) Degree in Technical Studies was instituted as a degree program specifically designed for students who had completed an Applied Associates of Science (AAS) Degree in a technical field from a Georgia Technical College. All students have been transfer students and received 36 semester credit hours in the BAS Major for their AAS degree. The BAS degree has been delivered via a traditional on-campus face-to-face format. This delivery format limits access to only a small group of potential students who are willing to travel to and from or move to the VSU campus from the surrounding area. By offering the program through an online format it would open access to the program to AAS graduates from across the state. Additionally, an online delivery would give students flexibility, remove barriers for the adult learner, and upon completion make themselves more competitive in today's changing workforce. Increasing the college completion rate is one primary focus of the BAS-OBC program in the Department of Adult and Career Education. We believe this program would be extremely beneficial to both traditional and post-traditional students throughout the state if this program was available via online delivery. Presently there are 82 majors in the BAS Degree Program, of which 55 are active and 27 are inactive. This proposal is requesting the approval and adoption of the online delivery and curriculum modifications of the BAS degree program to help VSU better meet the higher education needs of technical college graduates, post-traditional students, returning military veterans, and improve Georgia's college completion rate.

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

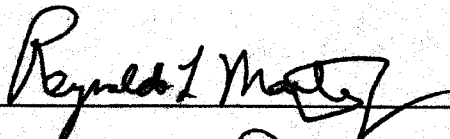

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. See above
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)


**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 will be collected, analyzed and utilized to determine course and instructor effectiveness.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program evaluation data will be collected via the published program "assessments" to determine the level of success the program is reaching the published "outcomes" in the VSU catalog.

**Approvals:**

|                                                                                                                       |              |
|-----------------------------------------------------------------------------------------------------------------------|--------------|
| Department Head:                   | Date: 3/4/13 |
| College/Division Exec. Committee:  | 3/7/13       |

|                                                                                                        |              |
|--------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                        | Date:        |
| Dean(s)/Director(s):  | Date: 3/4/10 |
| Grad. Exec. Committee:<br>(for graduate course)                                                        | Date:        |
| Graduate Dean:<br>(for graduate course)                                                                | Date:        |
| 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  
F

**Current Catalog Page Number:**  
225

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall 2013

**Degree & Program Name:**  
(e.g., BFA, Art): Bachelors of Applied Science with a Major in Human Capital Performance

**Present Requirements:**

**Area F Requirements. .... 18 hours**  
Completion of an approved technical college program that is one calendar year or longer in length.

**Major Course Requirements. .... 33 hours**

**ACED 2400, ACED 4550, ACED 4810 ... 9 hours**  
**ACED 4050, ACED 4820 ..... 6 hours**  
**PSYC 3800 or MGNT 3250 ..... 3 hours**  
**MKTG 3050, ACED 3400, ACED 3700 .. 9 hours**  
**ACED 4300, ACED 4310 ..... 6 hours**

**Guided Electives - Upper Division. .... 9 hours**

**Supporting Courses ..... 18 hours**

Completion of approved technical college program that is one calendar year or longer in length. Combined with Area F for a total of 36 hours credit for technical program.

**Total hours required for the degree**  
..... 120 semester hours

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

**Area F Requirements -**  
Courses Appropriate to the Major..... 18 hours  
Completion of an approved technical college applied associates degree or equivalent as evidenced by recognized industry granted certificates, credentials, licenses, military training and/or prior learning/technical work experience

**MAJOR COURSE REQUIREMENTS 33 hours**

**ACED 2400, ACED 4550, ACED 4810 ..... 9 hours**  
**ACED 4050, ACED 4820, ACED 3800..... 9 hours**  
**PSYC 3800 or MGNT 3250 ..... 3 hours**  
**ACED 3400, ACED 4830, ..... 6 hours**  
**ACED 4300, ACED 4310 ..... 6 hours**

**Guided Upper Division Electives .....9 hours**

**Supporting Courses ..... 18 hours**

Completion of an approved technical college applied associates degree or equivalent as evidenced by recognized industry granted certificates, credentials, licenses, military training and/or prior learning/technical work experience. Combined with Area F for a total of 36 hours credit.

**Total hours required for the degree**  
..... 120 semester hours

**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:** The adoption of two new courses will enhance the relevance of the curriculum with regards to important issues in the modern technological and multicultural workplace.

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- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: These modification will also bring this plan of study in greater congruence with the online bachelor's completion BAS plan of study

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

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Professional literature and employer feedback.
- 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 will be collected, analyzed and utilized to determine course and instructor effectiveness
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program evaluation data will be collected via the published program "assessments" to determine the level of success the program is reaching the published "outcomes" in the VSU catalog.

**Approvals:**

|                                                 |              |
|-------------------------------------------------|--------------|
| Department Head: <i>Reynaldo L. Martinez</i>    | Date: 3/4/13 |
| College/Division Exec. Committee: <i>DM</i>     | Date: 3/4/13 |
| Dean(s)/Director(s): <i>DM</i>                  | Date: 3/4/13 |
| Grad. Exec. Committee:<br>(for graduate course) | Date:        |
| Graduate Dean:<br>(for graduate course)         | Date:        |
| Academic Committee:                             | Date:        |

Form last updated: January 6, 2010

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**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 2/18/2013 (mm/dd/yyyy)

**Department Initiating Request:**  
Adult & Career Education

**Faculty Member Requesting:**  
Dr. Iris Ellis

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 2101

**Proposed New Course Title:**  
Accounting for the Office

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Accounting for the Office

**Semester/Year to be Effective:**  
Fall/2013

**Estimated Frequency of Course Offering:**  
Fall & Spring

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

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduces fundamental concepts of the accounting cycle for a sole proprietor service business. Topics include: accounting equation, analyzing business transactions, journalizing and posting transactions, accounts receivable and accounts payable subsidiary ledgers, financial statements, cash control, and payroll concepts.

**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 further increase availability of the OAT-Online degree, four new ACED courses (ACED 2101 Accounting for the Office, ACED 2106 Economics for Business, ACED 2160 Business Regulations and Compliance, and ACED 4030 Marketing & e-Commerce) are being proposed to give students alternatives to the courses in the OAT program that are not offered online by VSU. Currently, online students are forced to (a) take those classes on the VSU campus, which is a hardship for online students who do not reside near Valdosta, or (b) online as transient students at other USG institutions, taking tuition dollars away from VSU.

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

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Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Meetings with personnel from Wiregrass Georgia Technical College and communication from students currently enrolled in the OAT Online Bachelor Completion Option.

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 results will be used.

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

1. Students will be assessed on an e-portfolio that will be submitted before the end of their final semester.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

Other:

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

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|                                                  |              |
|--------------------------------------------------|--------------|
| <b>Approvals:</b>                                |              |
| Dept. Head: <i>Reynolds L. Matij</i>             | Date: 3/4/13 |
| College/Division Exec. Comm.: <i>[Signature]</i> | Date: 3/4/13 |
| Dean/Director: <i>[Signature]</i>                | Date: 3/4/13 |
| Graduate Exec. Comm.:<br>(for graduate course):  | Date:        |
| Graduate Dean:<br>(for graduate course):         | Date:        |
| Academic Committee:                              | Date:        |

Form last updated: January 6, 2010

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**ACED 2101**  
**ACCOUNTING FOR THE OFFICE**  
**3 Semester Hours**  
**SAMPLE SYLLABUS**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(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 life-long 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.

**REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT**

To be decided.

**COURSE DESCRIPTION**

Introduces fundamental concepts of the accounting cycle for a sole proprietor service business. Topics include: accounting equation, analyzing business transactions, journalizing and posting transactions, accounts receivable and accounts payable subsidiary ledgers, financial statements, cash control, and payroll concepts.

*Positively Impacting Learning Through Evidence-Based Practices*  
*Sample Syllabus February 15, 2013*

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## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

## **COURSE OBJECTIVES (CO):**

Upon completion of this course, the student will be able to:

1. Identify careers associated with the accounting field.
2. Explain the accounting equation and how business transactions affect the equation.
3. Analyze transactions that affect assets, liabilities, and owner's equity using the double-entry accounting system.
4. Analyze transactions that affect revenue, expenses, and withdrawals using the double-entry accounting system.
5. Record transactions in a general journal.
6. Post journal entries to general ledger accounts
7. Prepare end-of-period documents for sole proprietorship including worksheet, income statement, statement of owner's equity, and balance sheet.
8. Post closing entries for accounting period
9. Explain banking procedures and reconcile a bank account
10. Calculate and journalize payroll liabilities and tax records
11. Analyze sales transactions for a merchandising corporation
12. Analyze sales and cash receipts using special journals
13. Explain the financial statements for a corporation

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

To be decided by instructor.

## **COURSE EVALUATION**

To be decided by instructor.

## **PROFESSIONALISM (Online Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this online class. This includes acting respectfully toward other students, the professor, and any visitors to the online classroom. Students who exhibit disrespectful behavior will be asked to cease the behavior. The instructor will submit a Dewar College of Education Concern Form on the student.

It is our goal to assist you in developing a more professional mindset about online communication. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is important for you to consider the tone of each and every message to make sure it is not unkind or defamatory in any way.

## **PROFESSIONALISM (Face-to-Face Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this class. This includes acting respectfully toward other students, the professor, and any visitors to the classroom. Students who exhibit disrespectful behavior will be asked to leave the classroom. The instructor will submit a Dewar College of Education Concern Form on the student.

**DRESS CODE:** All ACED face-to-face classes adhere to a dress code. It is our goal to assist you in developing a more professional mindset about your appearance. Therefore, males and females should remove hoods, hats, baseball or skull caps, bandanas, and head scarves upon entry into the classroom. Extremely baggy and sagging pants, athletic shorts, tank tops, undershirts ("wifebeaters"), tube tops, shirts which show cleavage or stomach, clothing with obscenities, and pajamas should not be worn to class by either males or females. You are encouraged to keep your future professional wardrobe needs in mind when making clothing purchases.

**COMMUNICATION:** Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Please feel free to email your instructor if you have a question or problem that you would like to discuss in private.

- **Your instructor will decide whether you should send your emails through Live@VState using your VSU E-mail address, or through BlazeVIEW or GoVIEW.**
- **As a courtesy, ALWAYS include a descriptive subject line with your email messages and sign your full name at the end of your message.**
- **You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.**
- **Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on weekends or holidays).**
- **All students must maintain their VSU e-mail account and check it regularly.**

**SUBMISSION OF WORK:** All work will be completed and submitted in BlazeView unless stated otherwise. Students will be required to check BlazeView daily for announcements and homework assignments. As a safeguard, please save a copy of all assignments on your jump drive, to the Cloud, or other personal media until the end of the semester.

**USE OF CELL PHONES/IPODS/ETC. IN CLASS:** Students are not allowed to use cell phones, ipods, Blackberries, or other similar devices in the classroom unless permission has been granted by the instructor. Use of any such instruments will result with the student being asked to leave the classroom.

**AUDIO AND VIDEO RECORDINGS:** No audio or video recording of the class is permissible unless specifically approved by the instructor.

### **METHOD OF DELIVERY**

This class may be delivered as a fully online course, a hybrid course, or a technology enhanced face-to-face course, with activities assigned and exams administered over the Internet using the BlazeVIEW or GoVIEW platform.

1. It is the student's responsibility to visit the Distance Learning VSU Website at <http://www.valdosta.edu/vista/requirements.shtml> to ensure that all software and equipment

requirements are met BEFORE the class begins. Please pay particular attention to the information related to pop-ups and JAVA.

2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW or GoVIEW and Microsoft Outlook.
3. For attendance purposes, students are required to access and participate in an academic event asynchronously over the Internet a minimum of two different days each week.
4. Students are expected to check BlazeVIEW or GoVIEW announcements and email several times a week.
5. Students will actively interact with each other, the instructor, the content, and the BlazeVIEW or GoVIEW interface.

**LIBRARY:** For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to <http://www.valdosta.edu/library/> or visit the library in person. Librarians are often available to help you in person or via live chats or email.

**ATTENDANCE POLICY:** Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20 percent of the classes will be subject to receiving a failing grade for the course  
**ATTENDANCE WILL INCLUDE REGULARLY SCHEDULED CLASSROOM TIME AND/OR REQUIRED ELECTRONIC CLASSROOM TIME.**

**LATE WORK:** All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date. Homework must be turned in by the beginning of the class on the day which it is due. Unless prior arrangements have been made with the professor, late assignments will carry a penalty of 50 percent deduction of the total assignment points before grading. Work will be accepted for grading no later than one class meeting after the due date. Homework will not be accepted after that time and a grade of zero will be posted.

**MAKE-UP WORK:** There will be no makeup for examinations unless a student has made prior arrangements with the professor. If a student misses an examination and permission has not been granted for a makeup exam by the professor, the grade for that student's missed examination will be zero (0). Make-up work, quizzes, exams or alternative assignments will be determined by the professor and will be at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle students to the same alternatives since they may not have experienced the same situations.  
**Do not assume you will be allowed to make up an exam.**

### **PLAGIARISM AND CHEATING**

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

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the university.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.

Some typical examples of plagiarism are:

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

SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A first offense will usually result in an F on the assignment.
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A second offense will usually result in failure of the course.
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of



Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Warning:** Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! This is cheating. It is wise to save all of your lab assignments on your disk. Do not access any files or directories other than your own or those requested by the instructor.

### **SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

### **INSTRUCTOR**

Name:

eMail:

Phone:

Office Hours:

Website:

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 2/18/2013 (mm/dd/yyyy)

**Department Initiating Request:**  
Adult & Career Education

**Faculty Member Requesting:**  
Dr. Marcella Prater

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 2106

**Proposed New Course Title:**

Economics for Business

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Economics for Business

**Semester/Year to be Effective:**  
Fall/2013

**Estimated Frequency of Course Offering:**  
Fall & Spring

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

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Primarily applied microeconomic analysis of business problems, with special emphasis on pricing, production, and consumption, although some macroeconomic analysis is included. Topics may include supply and demand, price theory, production theory, market structure, marginal analysis, labor markets, environmental economics, banking, fiscal and monetary policy.

**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 further increase availability of the OAT-Online degree, four new ACED courses (ACED 2101 Accounting for the Office, ACED 2106 Economics for Business, ACED 2160 Business Regulations and Compliance, and ACED 4030 Marketing & e-Commerce) are being proposed to give students alternatives to the courses in the OAT program that are not offered online by VSU. Currently, online students are forced to (a) take those classes on the VSU campus, which is a hardship for online students who do not reside near Valdosta, or (b) online as transient students at other USG institutions, taking tuition dollars away from VSU.

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Meetings with personnel from Wiregrass Georgia Technical College and communication from students currently enrolled in the OAT Online Bachelor Completion Option.

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 results will be used.

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

1. Students will be assessed on an e-portfolio that will be submitted before the end of their final semester.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

Other:

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

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|                                                 |                      |
|-------------------------------------------------|----------------------|
| <b>Approvals:</b>                               |                      |
| Dept. Head: <i>Reynolds L. Madry</i>            | Date: <i>3/9/13</i>  |
| College/Division Exec. Comm.: <i>De</i>         | Date: <i>3/9/13</i>  |
| Dean/Director: <i>De</i>                        | Date: <i>3/17/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course): | Date:                |
| Graduate Dean:<br>(for graduate course):        | Date:                |
| Academic Committee:                             | Date:                |

Form last updated: January 6, 2010

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**ACED 2106**  
**ECONOMICS FOR BUSINESS**  
**3 Semester Hours**  
**SAMPLE SYLLABUS**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(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 life-long 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.

**REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT**

To be decided.

**COURSE DESCRIPTION**

Primarily applied microeconomic analysis of business problems, with special emphasis on pricing, production, and consumption, although some macroeconomic analysis is included. Topics may include supply and demand, price theory, production theory, market structure, marginal analysis, labor markets, environmental economics, banking, fiscal and monetary policy.

*Positively Impacting Learning Through Evidence-Based Practices*  
*Sample Syllabus February 11, 2013*

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## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

## **COURSE OBJECTIVES (CO):**

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of the concept of supply and demand and the appropriate supply and demand curves.
2. Calculate equilibrium price, equilibrium point, and equilibrium quantity using the laws of supply and demand.
3. Explain the analysis behind a production possibilities curve.
4. Identify cost curves and illustrate the effect of cost curves on establishing price and production.
5. Use marginal analysis to calculate consumption and output.
6. Identify, compare, and contrast the four basic market structures.
7. Recognize the effect of monetary and fiscal policy, including taxation and interest rates, on consumption, supply, and demand.
8. Identify the effect of environmental economics on the cost of production and pricing.
9. Be able to use marginal analysis on decisions affecting the environment.
10. Recognize the importance of the economics of labor, and how labor laws influence the supply and demand of labor.
11. Apply these various topics to current business situations.

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

To be decided by instructor.

## **COURSE EVALUATION**

To be decided by instructor.

## **PROFESSIONALISM (Online Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this online class. This includes acting respectfully toward other students, the professor, and any visitors to the online classroom. Students who exhibit disrespectful behavior will be asked to cease the behavior. The instructor will submit a Dewar College of Education Concern Form on the student.

It is our goal to assist you in developing a more professional mindset about online communication. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is important for you to consider the tone of each and every message to make sure it is not unkind or defamatory in any way.

## **PROFESSIONALISM (Face-to-Face Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this class. This includes acting respectfully toward other students, the professor, and any visitors to the classroom. Students who exhibit disrespectful behavior will be asked to leave the classroom. The instructor will submit a Dewar College of Education Concern Form on the student.

**DRESS CODE:** All ACED face-to-face classes adhere to a dress code. It is our goal to assist you in developing a more professional mindset about your appearance. Therefore, males and females should remove hoods, hats, baseball or skull caps, bandanas, and head scarves upon entry into the classroom. Extremely baggy and sagging pants, athletic shorts, tank tops, undershirts ("wifebeaters"), tube tops, shirts which show cleavage or stomach, clothing with obscenities, and pajamas should not be worn to class by either males or females. You are encouraged to keep your future professional wardrobe needs in mind when making clothing purchases.

**COMMUNICATION:** Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Please feel free to email your instructor if you have a question or problem that you would like to discuss in private.

- Your instructor will decide whether you should send your emails through Live@VState using your VSU E-mail address, or through BlazeVIEW or GoVIEW.
- As a courtesy, ALWAYS include a descriptive subject line with your email messages and sign your full name at the end of your message.
- You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.
- Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on week-ends or holidays).
- All students must maintain their VSU e-mail account and check it regularly.

**SUBMISSION OF WORK:** All work will be completed and submitted in BlazeVIEW or GoVIEW unless stated otherwise. Students will be required to check BlazeVIEW or GoVIEW daily for announcements and homework assignments. As a safeguard, please save a copy of all assignments on your jump drive, to the Cloud, or other personal media until the end of the semester.

**USE OF CELL PHONES/IPODS/ETC. IN THE FACE-TO-FACE CLASS:** Students are not allowed to use cell phones, ipods, Blackberries, or other similar devices in the classroom unless permission has been granted by the instructor. Use of any such instruments will result with the student being asked to leave the classroom.

**AUDIO AND VIDEO RECORDINGS:** No audio or video recording of the class is permissible unless specifically approved by the instructor.

#### **METHOD OF DELIVERY**

This class will be delivered as a fully online course, a hybrid course, or a technology-enhanced face-to-face course, with activities assigned and exams administered over the Internet using the BlazeVIEW or GoVIEW platform.

1. It is the student's responsibility to visit the Distance Learning VSU Website at <http://www.valdosta.edu/vista/requirements.shtml> to ensure that all software and equipment

requirements are met BEFORE the class begins. Please pay particular attention to the information related to pop-ups and JAVA.

2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW or GoVIEW.
3. For attendance purposes, students are required to access and participate in an academic event asynchronously over the Internet a minimum of two different days each week.
4. Students are expected to check BlazeVIEW or GoVIEW announcements and email several times a week.
5. Students will actively interact with each other, the instructor, the content, and the BlazeVIEW or GoVIEW interface.

**LIBRARY:** For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to <http://www.valdosta.edu/library/> or visit the library in person. Librarians are often available to help you in person or via live chats or email.

**ATTENDANCE POLICY:** Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20 percent of the classes will be subject to receiving a failing grade for the course **ATTENDANCE WILL INCLUDE REGULARLY SCHEDULED CLASSROOM TIME AND/OR REQUIRED ELECTRONIC CLASSROOM TIME.**

**LATE WORK:** All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date. Homework must be turned in by the beginning of the class on the day which it is due. Unless prior arrangements have been made with the professor, late assignments will carry a penalty of 50 percent deduction of the total assignment points before grading. Work will be accepted for grading no later than one class meeting after the due date. Homework will not be accepted after that time and a grade of zero will be posted.

**MAKE-UP WORK:** There will be no makeup for examinations unless a student has made prior arrangements with the professor. If a student misses an examination and permission has not been granted for a makeup exam by the professor, the grade for that student's missed examination will be zero (0). Make-up work, quizzes, exams or alternative assignments will be determined by the professor and will be at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle students to the same alternatives since they may not have experienced the same situations. **Do not assume you will be allowed to make up an exam.**

### **PLAGIARISM AND CHEATING**

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



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

- 1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.**
- 2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.**
- 3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.**
- 4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the university.**
- 5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.**

**Some typical examples of plagiarism are:**

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

**SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.**

**The consequences for acts of academic dishonesty in the Dewar College of Education are:**

**FIRST OFFENSE:**

- 1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A first offense will usually result in an F on the assignment.**
- 2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).**
- 3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).**

**SECOND OFFENSE:**

- 1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A second offense will usually result in failure of the course.**
- 2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of**

Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Warning:** Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! This is cheating. It is wise to save all of your lab assignments on your disk. Do not access any files or directories other than your own or those requested by the instructor.

### **SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

### **INSTRUCTOR**

Name:  
eMail:  
Phone:  
Office Hours:  
Website:

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 2/18/2013 (mm/dd/yyyy)

**Department Initiating Request:**  
Adult & Career Education

**Faculty Member Requesting:**  
Dr. Vesta R. Whisler

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 2160

**Proposed New Course Title:**  
Business Regulations and Compliance  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Business Regs and Compliance

**Semester/Year to be Effective:**  
Fall/2013

**Estimated Frequency of Course Offering:**  
Fall & Spring

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

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduces the study of contracts and other legal issues and obligations for businesses. Topics include: creation and evolution of laws, court decision processes, legal business structures, sales contracts, commercial papers, Uniform Commercial Code, and risk-bearing devices.

**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 further increase availability of the OAT-OBC degree, four new ACED courses (ACED 2101 Accounting for the Office, ACED 2106 Economics for Business, ACED 2160 Business Regulations and Compliance, and ACED 4030 Marketing & e-Commerce) are being proposed to give students alternatives to the courses in the OAT program that are not offered online by the VSU College of Business. Currently, online students are forced to (a) take those classes on the VSU campus, which is a hardship for online students who do not reside near Valdosta, or (b) online as transient students at other USG institutions, taking tuition dollars away from VSU.

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

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Meetings with personnel from Wiregrass Georgia Technical College and communication from students currently enrolled

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in the OAT Online Bachelor Completion Option.

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

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

**Data Sources:**

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

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

|                                                 |              |
|-------------------------------------------------|--------------|
| <b>Approvals:</b>                               |              |
| Dept. Head: <i>Reynolds L. Matz</i>             | Date: 3/4/13 |
| College/Division Exec. Comm.: <i>DM</i>         | Date: 3/4/13 |
| Dean/Director: <i>DM</i>                        | Date: 3/4/13 |
| Graduate Exec. Comm.:<br>(for graduate course): | Date:        |
| Graduate Dean:<br>(for graduate course):        | Date:        |
| Academic Committee:                             | Date:        |

Form last updated: January 6, 2010

**ACED 2160**  
**Business Regulations and Compliance**  
**3 Semester Hours**  
**SAMPLE SYLLABUS**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(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 life-long 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.

**REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT**

Suggestions (Specific texts to be decided by course developer and instructor):

Ashcroft, J. D. and Ashcroft, J. E. (2011). *Law for Business*, 17th ed., South-Western Publishing Company. ISBN: 9780324786538

McAdams, T. (2011). *Law, Business and Society*. 10<sup>th</sup> ed., McGraw-Hill. ISBN-13: 9780073525006 or eISBN: 9780077470333

### **COURSE DESCRIPTION**

Study of contracts and other legal issues and obligations for businesses. Topics include: creation and evolution of laws, court decision processes, legal business structures, sales contracts, commercial papers, Uniform Commercial Code, and risk-bearing devices.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### **COURSE OBJECTIVES (CO):**

Upon completion of this course, the student will be able to:

1. Explain the creation and sources of business laws.
2. Summarize the functions of courts used by business.
3. Describe trial procedures and appeals processes used in business law cases.
4. Describe the formation process for each legal structure: sole proprietorship, partnership, limited liability company, s-corporation, and corporation.
5. Discuss labor laws.
6. Discuss elements of valid sales contracts.
7. Differentiate among different types of product and service warranties.
8. Explain the importance and function of commercial papers and negotiable instruments.
9. Illustrate various applications of the Uniform Commercial Code to various areas of business operations.
10. Compare and contrast different kinds of insurance coverage available to businesses.

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

To be decided by instructor.

### **COURSE EVALUATION**

To be decided by instructor.

### **PROFESSIONALISM (Online Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this online class. This includes acting respectfully toward other students, the professor, and any visitors to the online classroom. Students who exhibit disrespectful behavior will be asked to cease the behavior. The instructor will submit a Dewar College of Education Concern Form on the student.

It is our goal to assist you in developing a more professional mindset about online communication. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is

important for you to consider the tone of each and every message to make sure it is not unkind or defamatory in any way.

### **PROFESSIONALISM (Face-to-Face Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this class. This includes acting respectfully toward other students, the professor, and any visitors to the classroom. Students who exhibit disrespectful behavior will be asked to leave the classroom. The instructor will submit a Dewar College of Education Concern Form on the student.

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### **METHOD OF DELIVERY**



This class may be delivered as a technologically enhanced face-to-face course, a hybrid course, or a fully online course, with activities assigned and exams administered over the Internet using the BlazeVIEW or goVIEW platform.

1. It is the student's responsibility to visit the eLearning VSU Website at to ensure that all software and equipment requirements are met BEFORE the class begins. Please pay particular attention to the information related to pop-ups and JAVA.
2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW or GoVIEW.
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**ATTENDANCE WILL INCLUDE REGULARLY SCHEDULED CLASSROOM TIME AND/OR REQUIRED ELECTRONIC CLASSROOM TIME.**

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**Do not assume you will be allowed to make up an exam.**

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Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the academic integrity policy as set forth in the Student code

of conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

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3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
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- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

**SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.**

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A first offense will usually result in an F on the assignment.
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A second offense will usually result in failure of the course.
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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

### **INSTRUCTOR**

Name:  
eMail:  
Phone:  
Office Hours:  
Website:

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/11/13 (mm/dd/yyyy)

**Department Initiating Request:**

Adult and Career Education

**Faculty Member Requesting:**

Dr. Reynaldo L. Martinez Jr.

**Proposed New Course Prefix & Number:**

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

ACED 3800

**Proposed New Course Title:**

Multicultural Workforce Issues

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Multicultural Workf Issues

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

Once Per Year

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination and exploration of multicultural workforce issues present in today's workplace environment. The emphasis of this course focus is on the development of pertinent dispositions, skills, and abilities to understand and appreciate the multiple diverse workplace dynamics and perspectives that help students be successful in the global workplace.

**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: With the growing demographic diversity of America, the American workforce and workplace continues to become more diverse and multicultural. Graduates entering the job market need to be aware of, have competencies in, and an appreciation for the importance of multicultural workplace issues so they can succeed in a multicultural workplace.

Adopting current best practice(s) in field: Degree programs such as this have such courses required of their majors.

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. The professional literature documents the growing diversity of the American and global workforce, and the need for employees to possess positive multicultural dispositions, skills and abilities.

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

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

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be collected, analyzed and utilized to determine course and instructor effectiveness.

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

Other:

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

|                                                 |                      |
|-------------------------------------------------|----------------------|
| <b>Approvals:</b>                               |                      |
| Dept. Head: <i>Reynold Matij</i>                | Date: <i>3/11/13</i> |
| College/Division Exec. Comm.: <i>DW</i>         | Date: <i>3/11/13</i> |
| Dean/Director: <i>DM</i>                        | Date: <i>3/11/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course): | Date:                |
| Graduate Dean:<br>(for graduate course):        | Date:                |
| Academic Committee:                             | Date:                |

Form last updated: January 6, 2010

**ACED 3800**  
**Multicultural Workforce Issues**  
**(3 Credit) SEMESTER HOURS**

.....

**Dewar College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: 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.

**REQUIRED TEXTBOOKS**

Monir, H.T. (1996), *The Management of a Multicultural Workforce*. (Latest edition) John Wiley & Son Ltd, West Sussex; England.

Please visit the VSU Bookstore online at: <http://services.valdosta.edu/bookstore/>

## **COURSE DESCRIPTION**

Examination and exploration of multicultural workforce issues present in today's workplace environment. The emphasis of this course focus is on the development of pertinent dispositions, skills, and abilities to understand and appreciate the multiple diverse workplace dynamics and perspectives that help students be successful in the global workplace.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)** (identify those that apply to the course)

**I. CONTENT AND CURRICULUM:** Professionals demonstrate a strong knowledge of content area(s) appropriate for their positions in the workplace.

**II. KNOWLEDGE OF EMPLOYEES AND THEIR PARTICIPATION:** Professionals support the intellectual, social, physical, and personal development in relation to workplace skills.

**III. WORKING ENVIRONMENTS:** Professionals create working environments that encourage positive social interaction, active engagement in learning, and self-motivation in relation to topics on multiculturalism in workplace.

**IV. ASSESSMENT:** Professionals understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of multiculturalism practices in the workplace.

**V. PLANNING AND IMPLEMENTATION:** Professionals create positive work experiences based on their knowledge of content and mastery in multiculturalism topics.

**VI. PROFESSIONALISM:** Professionals recognize, participate in, and contribute to multiculturalism efforts in their profession.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

## **COURSE OBJECTIVES (CO):**

- CO1. Explain multicultural workforce in the United States in terms of (a) its missions, (b) contexts, (c) business areas, (d) populations served, and (e) equal opportunity; (COE CFS I, II)
- CO2. Describe how immigration, migration and industrialization are related to the multicultural workforce; (COE CFS I)
- CO3. Explain the major U. S. federal legislations that affected the growth and development of multicultural workforce; (COE CFS I, VI)
- CO4. List and describe the various sociological, political and economic factors that have and are currently changing multicultural workforce; (COE CFS I)

*Positively Impacting Learning Through Evidence-Based Practices*



- CO5. Describe the current issues that are influencing multicultural workforce integration; (COE CFS I)
- CO6. Explain the emerging trends in multicultural workforce; (COE CFS I, II)
- CO7. Describe the role of human resource development in the multicultural workforce; (COE CFS I)
- CO8. Synthesize the major values of a multicultural workforce to develop a comprehensive personal philosophy statement (COE CFS I, II, VI)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

| Module | Topics                                                                                                                                                                                     | Activities                                                                                                                                             |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <ul style="list-style-type: none"> <li>• Introduction &amp; Orientation</li> <li>• Course Syllabus &amp; General Overview of the course</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Post personal information online</li> <li>• Post &amp; discuss the concept and spirit of the topic</li> </ul> |
| 2      | <ul style="list-style-type: none"> <li>• Multicultural workforce in the United States in terms of (a) its missions, (b) contexts, (c) populations served, (d) equal opportunity</li> </ul> | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 3      | <ul style="list-style-type: none"> <li>• Major U. S. federal legislation that led to improvement of multiculturalism practices in the workplace</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 4      | <ul style="list-style-type: none"> <li>• Historical perspectives on how immigration, migration, and industrialization are related to the multicultural workforce</li> </ul>                | <ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• A component of Field Study</li> </ul>                         |
| 5      | <ul style="list-style-type: none"> <li>• Major challenges that are influencing American employees in dealing with multiculturalism</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 6      | <ul style="list-style-type: none"> <li>• The current political issues that affect multiculturalism</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• A component of Field Study</li> </ul>       |
| 7      | <ul style="list-style-type: none"> <li>• The advantages and disadvantages of a multicultural workforce</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 8      | <ul style="list-style-type: none"> <li>• The emerging trends in the multicultural workforce</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 9      | <ul style="list-style-type: none"> <li>• The workplace multicultural initiatives that improved workers performance</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• A component of Field Study</li> </ul>       |
| 10     | <ul style="list-style-type: none"> <li>• The exemplary approach to improve relationship among diverse workers groups</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• A component of Field Study</li> </ul>                         |
| 11     | <ul style="list-style-type: none"> <li>• The role of human resource development in the multicultural workforce</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> </ul>                                                               |
| 12     | <ul style="list-style-type: none"> <li>• Reflection In-Action Exercise: Multicultural initiatives which positively impact workers' performance</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• A component of Field Study</li> </ul>       |
| 13     | <ul style="list-style-type: none"> <li>• Reflection On-Action Exercise: Multicultural initiatives which negatively impact</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |

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|    |                                                              |                              |
|----|--------------------------------------------------------------|------------------------------|
|    | organizational performance                                   | • A component of Field Study |
| 14 | • Synthesis of the major issues in a multicultural workforce | • Online Final Examination   |

**NOTE:** The instructor reserves the right to revise the course outline as needed to allow for more or less time for specific subjects, to add topics upon expression of interest by class participants, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructor and the class participants.

### COURSE EVALUATION

Student performance will be formally assessed through the aforementioned assignments and examinations. The following is the course assessment criteria:

|                     |                           |
|---------------------|---------------------------|
| Field Study         | 350 points                |
| Final Examination   | 150 points                |
| Mini Assignment     | 150 points                |
| Threaded Discussion | 350                       |
| <b>Total</b>        | <b><u>1000 points</u></b> |

**NOTE:** Scores will be posted in BlazeView within approximately one week of the due date of each assignment. It is the student's responsibility to check the gradebook in BlazeView each week, and to discuss any questions or discrepancies with the professor *no later than one week after a score is posted.*

Evaluation of student earning gain will then be based on the following grading scale:

- A = 900 -1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = Below 600 points

### ATTENDANCE POLICY

For attendance purposes, students are required to access and participate in course discussions in BlazeView with a minimum of TWO DIFFERENT DAYS each week. Participating only one day will result in one absence for the week. Not participating in course discussions during a week will result in two absences for that week.

Absences, for whatever reason (excused or unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. The following points may be deducted from the final course average:

- 0-3 absences = final course average not affected
- 4 absences = 2 points deducted from course average
- 5 absences = 4 points deducted from course average
- 6 absences = 6 points deducted from course average
- 7 absences = 8 points deducted from course average
- 8 absences = 10 points deducted from course average

- 9 absences = 12 points deducted from course average
- 10 absences = student dropped from course with "F"

Please review the *Distance Learning Policies and Procedures for Online Attendance* at:  
[http://www.valdosta.edu/distance/online\\_attendance.shtml](http://www.valdosta.edu/distance/online_attendance.shtml)

## **PROFESSIONALISM**

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## **SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

## **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 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>.

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 2/18/2013 (mm/dd/yyyy)

**Department Initiating Request:**  
Adult & Career Education

**Faculty Member Requesting:**  
Dr. Vesta R. Whisler

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 4030

**Proposed New Course Title:**  
Marketing & e-Commerce

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Marketing & e-Commerce

**Semester/Year to be Effective:**  
Fall/2013

**Estimated Frequency of Course Offering:**  
Fall & Spring

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

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ACED 2106 or ECON 1500 or ECON 2106; and 2.3 Overall GPA.

Provides students with an overview of the principles of marketing including value added, segmenting, targeting, positioning, consumer behavior, marketing mix, product management, pricing, promotion, distribution, information systems, research, and retail management. Also introduces principles of e-commerce including a new business paradigm, mobile commerce, forms of e-commerce, e-payment systems, e-supply chain management.

**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: e-Commerce continues to grow as the way businesses reach their target markets. Students need to be aware of the ways this growth impacts their need to know about how e-Commerce works.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

To further increase availability of the OAT-Online degree, four new ACED courses (ACED 2101 Accounting for the Office, ACED 2106 Economics for Business, ACED 2160 Business Regulations and Compliance, and ACED 4030 Marketing & e-Commerce) are being proposed to give students alternatives to the courses in the OAT program that are not offered online by VSU. Currently, online students are forced to (a) take those classes on the VSU campus, which is a hardship for online students who do not reside near Valdosta, or (b) online as transient students at other USG institutions, taking tuition dollars away from VSU.

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

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Meetings with personnel from Wiregrass Georgia Technical College and communication from students currently enrolled in the OAT Online Bachelor Completion Option.

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 results will be used.

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

1. Students will be assessed on an e-portfolio that will be submitted before the end of their final semester.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

Other:

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

|                                                 |                     |
|-------------------------------------------------|---------------------|
| <b>Approvals:</b>                               |                     |
| Dept. Head: <i>Reynolds L. Mackay</i>           | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>Du</i>         | Date: <i>3/4/13</i> |
| Dean/Director: <i>Du</i>                        | Date: <i>3/4/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course): | Date:               |
| Graduate Dean:<br>(for graduate course):        | Date:               |
| Academic Committee:                             | Date:               |

Form last updated: January 6, 2010

**ACED 4030**  
**Marketing & e-Commerce**  
**3 Semester Hours**  
**SAMPLE SYLLABUS**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(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 life-long 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.

**REQUIRED TEXTBOOKS AND ELECTRONIC SUPPORT**

Suggestions (Specific texts to be decided by course developer and instructor):

Boone, L. E. and Kurtz, D. L. *Contemporary Marketing*, 15<sup>th</sup> Edition. Cengage Learning. ISBN-13: 9781111221782. eISBN: 2940043658050.

Strauss, J. and Frost, R., 2012. *E-Marketing*, 6<sup>th</sup> Edition. Prentice Hall. ISBN-10: 0132147556.



Laudon, K. C. and Traver, C. G., 2011. *E-Commerce: Business, Technology, Society*. 7th edition, Pearson/Prentice Hall. Print edition ISBN 0-13-609119-9. Electronic edition ISBN: 0-13-6091202.

### **COURSE DESCRIPTION**

**Prerequisites: ACED 2106 or ECON 1500 or ECON 2106; and 2.3 Overall GPA.**

Provides students with an overview of the principles of marketing including value added, segmenting, targeting, positioning, consumer behavior, marketing mix, product management, pricing, promotion, distribution, information systems, research, and retail management. Also introduces principles of e-commerce including a new business paradigm, mobile commerce, forms of e-commerce, e-payment systems, e-supply chain management. An overview of marketing principles such as value added, segmenting, targeting, positioning, consumer behavior, marketing mix, product management, pricing, promotion, distribution, information systems, research, and retail management. Will examine the intersection of marketing and e-Commerce including such topics as a new business paradigm, mobile commerce, forms of e-Commerce, e-payment systems, e-supply chain management.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### **COURSE OBJECTIVES (CO):**

Upon completion of this course, the student will be able to:

1. Define the elements that make up the marketing environment.
2. Analyze how marketing principles relate to e-Commerce.
3. Summarize and discuss the role and function of the online community in the area of marketing.
4. Understand the theories and concepts underlying e-Commerce.
5. Relate to current challenges and issues in e-Commerce.
6. Describe the fundamental capabilities and marketing implications of enabling e-business technology, including security and online payment systems.
7. Research and analyze the behavior and needs of buyers in the online environment and how to use that information to target customers and provide a satisfying e-Commerce experience.
8. As a part of a team, collaboratively develop a digital marketing plan including strategy and tactics with measurable goals and evaluation measures.
9. Build an online presence for a small business using websites, Facebook, Twitter, phone apps, etc.

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

To be decided by instructor.

### **COURSE EVALUATION**

To be decided by instructor.

### **PROFESSIONALISM (Online Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this online class. This includes acting respectfully toward other students, the professor, and any visitors to the online classroom. Students who exhibit disrespectful behavior will be asked to cease the behavior. The instructor will submit a Dewar College of Education Concern Form on the student.

It is our goal to assist you in developing a more professional mindset about online communication. You will be expected to use proper English and grammar in all messages submitted for this course. Because we do not have the benefit of seeing facial expressions when we communicate online, it is important for you to consider the tone of each and every message to make sure it is not unkind or defamatory in any way.

### **PROFESSIONALISM (Face-to-Face Course)**

**BEHAVIOR:** All students are expected to act in a respectful manner at all times during this class. This includes acting respectfully toward other students, the professor, and any visitors to the classroom. Students who exhibit disrespectful behavior will be asked to leave the classroom. The instructor will submit a Dewar College of Education Concern Form on the student.

**DRESS CODE:** All ACED face-to-face classes adhere to a dress code. It is our goal to assist you in developing a more professional mindset about your appearance. Therefore, males and females should remove hoods, hats, baseball or skull caps, bandanas, and head scarves upon entry into the classroom. Extremely baggy and sagging pants, athletic shorts, tank tops, undershirts ("wifebeaters"), tube tops, shirts which show cleavage or stomach, clothing with obscenities, and pajamas should not be worn to class by either males or females. You are encouraged to keep your future professional wardrobe needs in mind when making clothing purchases.

**COMMUNICATION:** Student-to-Instructor and Instructor-to-Student interaction are critical components of any learning environment. Please feel free to email your instructor if you have a question or problem that you would like to discuss in private.

- **Your instructor will decide whether you should send your emails through Live@VState using your VSU E-mail address, or through BlazeVIEW or GoVIEW.**
- As a courtesy, ALWAYS include a descriptive subject line with your email messages and sign your full name at the end of your message.
- You MUST include the course number in the subject line of your message, and be sure to type your full name at the end of your message.
- Students who include the word "QUESTION" or "PROBLEM" in the subject line of an email can generally expect a response within 24 hours (except possibly on week-ends or holidays).
- All students must maintain their VSU e-mail account and check it regularly.

**SUBMISSION OF WORK:** All work will be completed and submitted in BlazeView or GoVIEW unless stated otherwise. Students will be required to check BlazeView or GoVIEW daily for announcements and homework assignments. As a safeguard, please save a copy of all assignments on your jump drive, to the Cloud, or other personal media until the end of the semester.

**USE OF CELL PHONES/IPODS/ETC. IN CLASS:** Students are not allowed to use cell phones, ipods, Blackberries, or other similar devices in the face-to-face classroom unless permission has been granted by the instructor. Use of any such instruments will result with the student being asked to leave the classroom.

**AUDIO AND VIDEO RECORDINGS:** No audio or video recording of the class is permissible unless specifically approved by the instructor.

#### **METHOD OF DELIVERY**

This class may be delivered as a technologically enhanced face-to-face course, a hybrid course, or a fully online course, with activities assigned and exams administered over the Internet using the BlazeVIEW or goVIEW platform.

1. It is the student's responsibility to visit the eLearning VSU Website at to ensure that all software and equipment requirements are met BEFORE the class begins. Please pay particular attention to the information related to pop-ups and JAVA.
2. The instructor will provide announcements, readings, asynchronous discussions, email communications, and weekly assignments through Learning Modules in BlazeVIEW or GoVIEW.
3. For attendance purposes, online students are required to access and participate in an academic event asynchronously over the Internet a minimum of two different days each week.
4. Students are expected to check BlazeVIEW or GoVIEW announcements and email several times a week.
5. Students will actively interact with each other, the instructor, the content, and the BlazeVIEW or GoVIEW interface.

**LIBRARY:** For students both on- and off-campus, the *Odum Library* offers full journals, books and other resources essential for completing course assignments. Go to <http://www.valdosta.edu/library/> or visit the library in person. Librarians are often available to help you in person or via live chats or email.

**ATTENDANCE POLICY:** Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20 percent of the classes will be subject to receiving a failing grade for the course. **ATTENDANCE WILL INCLUDE REGULARLY SCHEDULED CLASSROOM TIME AND/OR REQUIRED ELECTRONIC CLASSROOM TIME.**

**LATE WORK:** All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date. Homework must be turned in by the beginning of the class on the day which it is due. Unless prior arrangements have been made with the professor, late assignments will carry a penalty of 50 percent deduction of the total assignment points before grading. Work will be accepted for grading no later than one class meeting after the due date. Homework will not be accepted after that time and a grade of zero will be posted.

**MAKE-UP WORK:** There will be no makeup for examinations unless a student has made prior arrangements with the professor. If a student misses an examination and permission has not been granted for a makeup exam by the professor, the grade for that student's missed examination will be zero (0). Make-up work, quizzes, exams or alternative assignments will be determined by the professor and

will be at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle students to the same alternatives since they may not have experienced the same situations. **Do not assume you will be allowed to make up an exam.**

### **PLAGIARISM AND CHEATING**

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

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

1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the university, without authorization from the university.
5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.

Some typical examples of plagiarism are:

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

**SEE STUDENT HANDBOOK FOR MORE INFORMATION ON ACADEMIC CONDUCT.**

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A first offense will usually result in an F on the assignment.

2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course). A second offense will usually result in failure of the course.
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**Warning:** Do not turn in someone else's lab work or class work as your own or allow someone else to copy your work or your disk! This is cheating. It is wise to save all of your lab assignments on your disk. Do not access any files or directories other than your own or those requested by the instructor.

#### **SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

#### **INSTRUCTOR**

Name:  
eMail:  
Phone:  
Office Hours:  
Website:

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 02/11/13 (mm/dd/yyyy)

**Department Initiating Request:**  
Adult and Career Education

**Faculty Member Requesting:**  
Reynaldo L. Martinez Jr.

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 4830

**Proposed New Course Title:**  
Technology, Work and Performance

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Tech, Work, and Perf

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
once per year

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

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Exploration of the roles and impact of modern technologies on work and worker performance through the examination of contemporary workplace sectors and environments. The emphasis of this course is to study how technology is changing how work is accomplished in various job sectors and the competencies and performance expected to be successful in the global workplace.

**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: The American workplace is becoming more technological with the passage time. Graduates entering the job market need to be aware of, have competencies in, and an appreciation for the importance of how the infusion of different technologies have changed how work is accomplished and the expectations for worker performance in the various modern workplaces.

Adopting current best practice(s) in field:

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. The professional literature

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be collected, analyzed and utilized to determine course and instructor effectiveness.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other:

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



|                                                  |              |
|--------------------------------------------------|--------------|
| <b>Approvals:</b>                                |              |
| Dept. Head: <i>Reynold M. [Signature]</i>        | Date: 3/4/13 |
| College/Division Exec. Comm.: <i>[Signature]</i> | Date: 3/4/10 |
| Dean/Director: <i>[Signature]</i>                | Date: 3/4/10 |
| Graduate Exec. Comm.:<br>(for graduate course):  | Date:        |
| Graduate Dean:<br>(for graduate course):         | Date:        |
| Academic Committee:                              | Date:        |

Form last updated: January 6, 2010

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**ACED 4830**  
**Technology Work and Performance**  
**(3 Credit) SEMESTER HOURS**

.....

**Dewar College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: 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.

**REQUIRED TEXTBOOKS**

Van Tiem, D.M., Moseley, L.J., & Dessinger, C.J. (2012), *Fundamentals of Performance Improvement*. Pfeiffer. San Francisco; CA.

Please visit the VSU Bookstore online at: <http://services.valdosta.edu/bookstore/>

**COURSE DESCRIPTION**

*Positively Impacting Learning Through Evidence-Based Practices*

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Exploration of the roles and impact of modern technologies on work and worker performance through the examination of contemporary workplace sectors and environments. The emphasis of this course is to study how technology is changing how work is accomplished in various job sectors and the competencies and performance expected to be successful in the global workplace.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

(identify those that apply to the course)

**I. CONTENT AND CURRICULUM:** Professionals demonstrate a strong knowledge of content area(s) appropriate for their positions in the workplace.

**II. KNOWLEDGE OF EMPLOYEES AND THEIR PARTICIPATION:** Professionals support the intellectual, social, physical, and personal development in relation to workplace skills.

**III. WORKING ENVIRONMENTS:** Professionals create working environments that encourage positive social interaction, active engagement in learning, and self-motivation in relation to topics on technology and performance in workplace.

**IV. ASSESSMENT:** Professionals understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of technology and workplace skills related topics.

**V. PLANNING AND IMPLEMENTATION:** Professionals create positive work experiences based on their knowledge of content and mastery in technology and performance improvement topics.

**VI. PROFESSIONALISM:** Professionals recognize, participate in, and contribute to performance improvement and positive working conditions as a profession.

### **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### **COURSE OBJECTIVES (CO):**

- CO1. Explain the foundation of technology work and performance in the United States; (COE CFS I)
- CO2. Describe how technology work and performance are related to the Workforce development; (COE CFS I)
- CO3. Explain the major U. S. federal legislation that affects the growth and development of technology work and performance; (COE CFS I, VI)

- CO5. Explain the various sociological, political and economic factors that have, and are currently changing the technology, work and performance; (COE CFS I)
- CO6. Explain the emerging trends in Technology, work and performance; (COE CFS I, II)
- CO7. Explain how technology has changed workers performance in the workplace (COE CFS I, II, VI)
- CO8. Recognize the relationship between technologies and performance improvement in the workplace; (COE CFS I, II, III, VI)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

| <b>Module</b> | <b>Topics</b>                                                                                                                                                                                                 | <b>Activities</b>                                                                                                                                      |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1             | <ul style="list-style-type: none"> <li>• Introduction &amp; Orientation</li> <li>• Course Syllabus &amp; General Overview of the course</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Post personal information online</li> <li>• Post &amp; discuss the concept and spirit of the topic</li> </ul> |
| 2             | <ul style="list-style-type: none"> <li>• The foundation of technology work and performance in the United States</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 3             | <ul style="list-style-type: none"> <li>• Major U. S. federal legislations that impact the growth and development of technology in the workplace</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 4             | <ul style="list-style-type: none"> <li>• Major state and local legislations that impact the growth and development of technology work and performance</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• A component of Field Study</li> </ul>                         |
| 5             | <ul style="list-style-type: none"> <li>• The relationship between technologies and performance improvement for small businesses</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 6             | <ul style="list-style-type: none"> <li>• The impact of technology on government agencies and how it has changed workers performance</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• A component of Field Study</li> </ul>       |
| 7             | <ul style="list-style-type: none"> <li>• Impact of the various sociological, political and economic factors that have and are currently changing the technology in the workplace</li> </ul>                   | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• A component of Field Study</li> </ul>       |
| 8             | <ul style="list-style-type: none"> <li>• Impact of sociological, political and economic factors that have and are currently changing the employee performance in relation to the use of technology</li> </ul> | <ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• Philosophy Paper</li> </ul>                                   |
| 9             | <ul style="list-style-type: none"> <li>• The emerging trends in technology work and performance</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 10            | <ul style="list-style-type: none"> <li>• The current issues in technology work and performance</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> </ul>                                             |
| 11            | <ul style="list-style-type: none"> <li>• How technology will cause employees to lose some of the basic technical skills and impede the development of those skills</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Mini-Assignment: Research and report</li> <li>• A component of Field Study</li> </ul>                         |
| 12            | <ul style="list-style-type: none"> <li>• Reflection In-Action Exercise: The use of technology in the workplace</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Book and internet reading</li> <li>• Online discussion</li> <li>• A component of Field Study</li> </ul>       |

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|    |                                                                                                                                                            |                                                                                                                                                                                                          |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <b>Philosophy Paper</b></li> </ul>                                                                                                                              |
| 13 | <ul style="list-style-type: none"> <li>• <b>Reflection On-Action Exercise: The improvement of workplace performance when technology is used</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Book and internet reading</b></li> <li>• <b>Online discussion</b></li> <li>• <b>A component of Field Study</b></li> <li>• <b>Philosophy Paper</b></li> </ul> |
| 14 | <ul style="list-style-type: none"> <li>• <b>Synthesis of the major advancement of technology to improve workplace performance</b></li> </ul>               | <ul style="list-style-type: none"> <li>• <b>Online Final Examination</b></li> </ul>                                                                                                                      |

**NOTE:** The instructor reserves the right to revise the course outline and activities as needed to allow for more or less time for specific subjects, to add topics upon expression of interest by class participants, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructor and the class participants.

### COURSE EVALUATION

Student performance will be formally assessed through the aforementioned assignments and examinations. The following is the course assessment criteria:

|                     |                           |
|---------------------|---------------------------|
| Field Study         | 250 points                |
| Philosophy Paper    | 100 points                |
| Final Examination   | 150 points                |
| Mini Assignment     | 150 points                |
| Threaded Discussion | 350                       |
| <b>Total</b>        | <b><u>1000 points</u></b> |

**NOTE:** Scores will be posted in BlazeView within approximately one week of the due date of each assignment. It is the student's responsibility to check the gradebook in BlazeView each week, and to discuss any questions or discrepancies with the professor *no later than one week after a score is posted.*

Evaluation of student earning gain will then be based on the following grading scale:

|   |                    |
|---|--------------------|
| A | = 900 -1000 points |
| B | = 800 - 899 points |
| C | = 700 - 799 points |
| D | = 600 - 699 points |
| F | = Below 600 points |

### ATTENDANCE POLICY

For attendance purposes, students are required to access and participate in course discussions in BlazeView with a minimum of **TWO DIFFERENT DAYS** each week. Participating only one day will result in one absence for the week. Not participating in course discussions during a week will result in two absences for that week.

Absences, for whatever reason (excused or unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. The following points may be deducted from the final course average:

|              |                                          |
|--------------|------------------------------------------|
| 0-3 absences | = final course average not affected      |
| 4 absences   | = 2 points deducted from course average  |
| 5 absences   | = 4 points deducted from course average  |
| 6 absences   | = 6 points deducted from course average  |
| 7 absences   | = 8 points deducted from course average  |
| 8 absences   | = 10 points deducted from course average |
| 9 absences   | = 12 points deducted from course average |
| 10 absences  | = student dropped from course with "F"   |

Please review the *Distance Learning Policies and Procedures for Online Attendance* at: [http://www.valdosta.edu/distance/online\\_attendance.shtml](http://www.valdosta.edu/distance/online_attendance.shtml)

## **PROFESSIONALISM**

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

### **SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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

### **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 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>.

### **INSTRUCTOR**

Name:

Office Number:

**Telephone Number:**

**Email Address:**

**Office Hours:**

**Website:**

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 2/19/2013 (mm/dd/yyyy)

**Department Initiating Revision:**

Adult and Career Education

**Faculty Member Requesting Revision:**

Vesta R. Whisler

**Current Course Prefix, Title, & Number:**

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

ACED 3000 Intermediate Keyboarding

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

**Current:**

**Course Prefix and Number:** ACED 3000

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:** ACED 2300

**Credit Hours:**

**Course Title:**

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**

Fall 2013

**Estimated Frequency of Course Offering:**

As needed

**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:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Two courses offered by the VSU OAT Program at the 3000-level will be re-numbered to the 2000-level to allow transfer from the TCSG schools. These courses are ACED 3000, Intermediate Keyboarding which will be changed to ACED 2300; and ACED 3700, Desktop Publishing, which will be changed to ACED 2700. Through discussions with BAT Program representatives from the TCSG, it was determined that the content of these two courses closely match the content in their BUSN 1440 Document Production and BUSN 1430 Desktop Publishing & Presentation Graphics courses. Renumbering these courses still leaves a sufficient number of 3000- and 4000- level courses in the major to meet the 39-credit requirement.

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

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. This change will not affect the content or outcomes of the course.
- 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. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

|                                                |                     |
|------------------------------------------------|---------------------|
| <b>Approvals:</b>                              |                     |
| Dept. Head: <i>Ronald J. Martiny</i>           | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>Due</i>       | Date: <i>3/4/13</i> |
| Dean/Director: <i>Due</i>                      | Date: <i>3/4/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course) | Date:               |
| Graduate Dean:<br>(for graduate course)        | Date:               |
| Academic Committee:                            | Date:               |

Form last updated: January 6, 2010

**REQUEST FOR A REVISED COURSE**  
Valdosta State University

**Date of Submission:** 2/19/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Adult and Career Education

**Faculty Member Requesting Revision:**  
Vesta R. Whisler

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 3101 Workplace Computerized Booking

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Workplace Computerized Booking  
**Prerequisites:** ACED 2400 or CS 1000 or instructor consent, and ACCT 2101  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** Computerized Office Accounting  
**Prerequisites:** ACED 2400 or CS 1000 or instructor consent; and ACED 2101 or ACCT 2101.  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
As needed

**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:  
 Adopting current best practice(s) in field:  
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:  
 Other: The name change is necessary to align this course with its prerequisite course, ACED 2101 Accounting for the Office. ACED 2101 Accounting for the Office (new course) has been added as a prerequisite.

**Source of Data to Support Suggested Change:**  
 Indirect measures: SOIs, student, employer, or alumni surveys, etc. Program faculty reviewed course outlines from other institutions, analyzed employer survey results, assessed

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student needs, and considered alignment of this course with the BAT AAS at the TCSG institutions.

**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. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.

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

|                                                |                     |
|------------------------------------------------|---------------------|
| <b>Approvals:</b>                              |                     |
| Dept. Head: <i>Reynolds L. Martin</i>          | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>DM</i>        | Date: <i>3/4/13</i> |
| Dean/Director: <i>DM</i>                       | Date: <i>3/4/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course) | Date:               |
| Graduate Dean:<br>(for graduate course)        | Date:               |
| Academic Committee:                            | Date:               |

Form last updated: January 6, 2010

**REQUEST FOR A REVISED COURSE**  
Valdosta State University

**Date of Submission:** 2/19/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Adult and Career Education

**Faculty Member Requesting Revision:**  
Vesta R. Whisler

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 3150 Computer Operating Systems

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Computer Operating Systems

**Prerequisites:**

**Co-requisites:**

**Course Description:** An introduction to operating systems, with hands-on experience in at least one operating system widely used in contemporary office settings. Topics include operating systems, their development, function, resources, memory management, processor management, user interface, and embedded software applications. This course helps prepare students to take a certification exam for a current operating system.

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:** Computer Systems for the Office

**Prerequisites:**

**Co-requisites:**

**Course Description:** A general overview of computer hardware, networks, and operating systems. Emphasis is placed on developing basic technological expertise and leadership in administering computer technology in the workplace. Topics include operating systems, their development, function, resources, memory management, processor management, user interface, and embedded software applications. This course helps prepare students to take a certification exam for a current operating system.

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
As needed

**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: A review of topics covered in various courses in the degree program uncovered redundancies that can be eliminated by combining the two courses ACED 3100 Computer Systems and ACED 3150 Computer Operating Systems.

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- Adopting current best practice(s) in field:
- 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. SOIs, employer surveys, and alumni surveys; as well as experiences of the instructors of the courses.
- 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. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

1. OAT-Online students will be assessed on an e-portfolio that will be submitted before the end of their final semester. OAT-On-campus students will be assessed during an internship during their final semester.
2. Students will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Students will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

|                                                  |                     |
|--------------------------------------------------|---------------------|
| <b>Approvals:</b>                                |                     |
| Dept. Head: <i>Reynolds J. Martynka</i>          | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>[Signature]</i> | Date: <i>3/4/13</i> |
| Dean/Director: <i>[Signature]</i>                | Date: <i>3/4/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course)   | Date:               |
| Graduate Dean:<br>(for graduate course)          | Date:               |
| Academic Committee:                              | Date:               |

Form last updated: January 6, 2010



**REQUEST FOR A REVISED COURSE**  
Valdosta State University

**Date of Submission:** 2/19/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Adult and Career Education

**Faculty Member Requesting Revision:**  
Vesta R. Whisler

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 3700 Desktop Publishing

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

**Current:**  
**Course Prefix and Number:** ACED 3700  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:** ACED 2700  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:**  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
As needed

**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:  
 Adopting current best practice(s) in field:  
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:  
 Other:

Two courses offered by the VSU OAT Program at the 3000-level will be re-numbered to the 2000-level to allow transfer from the TCSG schools. These courses are ACED 3000, Intermediate Keyboarding which will be changed to ACED 2300; and ACED 3700, Desktop Publishing, which will be changed to ACED 2700. Through discussions with BAT Program representatives from the TCSG, it was determined that the content of these two courses closely match the content in their BUSN 1440 Document Production and BUSN 1430 Desktop Publishing & Presentation Graphics courses. Renumbering these courses still leaves a sufficient number of 3000- and 4000- level courses in the major to meet the 39-credit requirement.

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

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. This change will not affect the content or outcomes of the course.

**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. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.

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

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|------------------------------------------------|---------------------|
| <b>Approvals:</b>                              |                     |
| Dept. Head: <i>Reynold L. Matting</i>          | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>DM</i>        | Date: <i>3/7/13</i> |
| Dean/Director: <i>DM</i>                       | Date: <i>3/7/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course) | Date:               |
| Graduate Dean:<br>(for graduate course)        | Date:               |
| Academic Committee:                            | Date:               |

Form last updated: January 6, 2010

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 2/19/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Adult and Career Education

**Faculty Member Requesting Revision:**  
Vesta R. Whisler

**Current Course Prefix, Title, & Number:**

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

ACED 4070 Office Applications

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

**Current:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Grade of "C" or better in ACED 2050 and ACED 3000; overall GPA of 2.3; restricted to OAT and BE majors.

**Co-requisites:**

**Course Description:**

**Requested:**

**Course Prefix and Number:**

**Credit Hours:**

**Course Title:**

**Prerequisites:** Grade of "C" or better in ACED 2050, ACED 2300, and ACED 3400; overall GPA of 2.3; restricted to OAT, OATX, and OATO majors.

**Co-requisites:**

**Course Description:**

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
As needed

**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:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The change is necessary to align the prerequisite ACED 2300 with its new course number (changed from ACED 3000). Also, the catalog needs to reflect the restriction to all three codes now used for OAT majors (OAT for On-Campus students, OATO for Online students, and OATX for students who have declared to be online students, but have not met all of the admission requirements for the online program. The restriction for BE majors can be removed since the program is no longer accepting new students.

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

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**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. No change in content or outcomes assessments. Faculty review of the curriculum.

**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. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.

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

|                                                |                     |
|------------------------------------------------|---------------------|
| <b>Approvals:</b>                              |                     |
| Dept. Head: <i>Reynolds J. Martinez</i>        | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>DW</i>        | Date: <i>3/7/13</i> |
| Dean/Director: <i>DW</i>                       | Date: <i>3/7/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course) | Date:               |
| Graduate Dean:<br>(for graduate course)        | Date:               |
| Academic Committee:                            | Date:               |

Form last updated: January 6, 2010

**REQUEST FOR A REVISED COURSE**  
Valdosta State University

**Date of Submission:** 2/19/2013 (mm/dd/yyyy)

**Department Initiating Revision:**  
Adult and Career Education

**Faculty Member Requesting Revision:**  
Vesta R. Whisler

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ACED 4160 Administrative Office Procedures

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

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** Grade of "C" or better in ACED 2050, ACED 3000, and ACED 3400; overall GPA of 2.3; restricted to OAT and BE majors.  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:**  
**Prerequisites:** Grade of "C" or better in ACED 2050, ACED 2300, and ACED 3400; overall GPA of 2.3; restricted to OAT, OATO, and OATX majors.  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Fall 2013

**Estimated Frequency of Course Offering:**  
As needed

**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:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The change is necessary to align the prerequisite ACED 2300 with its new course number (changed from ACED 3000). Also, the catalog needs to reflect the restriction to all three codes now used for OAT majors (OAT for On-Campus students, OATO for Online students, and OATX for students who have declared to be online students, but have not met all of the admission requirements for the online program . The restriction for BE majors can be removed since the program is no longer accepting new students.

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

344

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. No change in content or outcomes assessments. Faculty review of the curriculum.

**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. SOI data will be reviewed and analyzed to indicate effectiveness of this course to facilitate program completion and assist in the identification of areas of improvement.

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



|                                                |                     |
|------------------------------------------------|---------------------|
| <b>Approvals:</b>                              |                     |
| Dept. Head: <i>Reynolds L. Martinez</i>        | Date: <i>3/4/13</i> |
| College/Division Exec. Comm.: <i>DM</i>        | Date: <i>3/4/13</i> |
| Dean/Director: <i>DM</i>                       | Date: <i>3/4/13</i> |
| Graduate Exec. Comm.:<br>(for graduate course) | Date:               |
| Graduate Dean:<br>(for graduate course)        | Date:               |
| Academic Committee:                            | Date:               |

Form last updated: January 6, 2010

