

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 10, 2025**

2:30 p.m.

**University Center
Cypress Room**

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

ACADEMIC COMMITTEE
AGENDA
November 10, 2025

1. Minutes of the September 8, 2025 meeting. (pages 1-2) were approved by email September 11, 2025.
2. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised course title KSPE 1090 (pages 3-4)
3. **OFFICE OF STUDENT SUCCESS AND RETENTION**
 - a. New course RISE 1000 (pages 5-12)
 - b. New course RISE 2000 (pages 13-20)
4. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revise Department of Biology narrative Graduate Catalog (pages 21-23)
 - b. Revised narrative for the MS in Biology, renaming the non-thesis, and adding a new concentration Genomics (pages 24-27)
5. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. Revised course title PSYC 3400 (pages 28-29)
 - b. New course KREN 1001 (pages 30-32)
 - c. New course KREN 1002 (pages 33-35)
 - d. New course KREN 2001 (pages 36-38)
 - e. New course KREN 2002 (pages 39-41)
6. **COLLEGE OF THE ARTS**
 - a. Revised degree requirements for the BA in Communication (pages 42-45)
 - b. New program MAT in Art Education (46-48)
 - c. Revised degree requirements for the BFA in Theatre Arts (pages 48-52)
 - d. Revised degree requirements for the BA in Music – Music Education Track (pages 53-58)
 - e. New course MUE 1000 (pages 59-63)
 - f. New course MUE 4900 (pages 64-70)
7. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised Selected Educational Outcomes for the BSHS (pages 71-73)
 - b. Revised Admission Requirements and Program Outcomes for the BSN (pages 74-78)
 - c. Revised degree requirements for the BSHS (pages 79-82)
 - d. New course HSHS 3200 (pages 83-90)
 - e. New course HSHS 3250 (pages 91-98)
 - f. New course HSHS 3400 (pages 99-106)
 - g. New course HSHS 3500 (pages 107-110)
 - h. New course HSHS 4200 (pages 111-119)
 - i. New course HSHS 4400 (pages 120-127)
 - j. New course HSHS 4500 (pages 128-135)
 - k. New course HSHS 4500 (pages 136-143)
 - l. Revised course prerequisites HSHS 3000 (pages 144-145)
 - m. Revised course description HSHS 3300 (pages 146-147)
 - n. Revised course number, title, prerequisite and description HSHS 3850 (pages 148-149) Deactivate HSEP 3360
 - o. Revised course prerequisites, and description HSHS 3600 (pages 150-151)
 - p. Revised course number, prerequisites, and description HSHS 4600 (pages 152-153) Deactivate HSHS 3800
 - q. Revised course prerequisites and description HSHS 3900 (pages 154-155)
 - r. Revised course title, prerequisites, and description HSHS 4300 (pages 156-157)
 - s. Revised course prerequisites, and description HSHS 4500 (pages 158-159)
 - t. Deactivation of HSEP 6080, 6160, 7010, 7020, 7060, 7100, 7120, 7170, 7200, 7400, 7950, 7990, and 7999 (pages 160-161)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 8, 2025

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room, Monday, September 8, 2025. Dr. Sharon Gravett, Associate Provost for Academic Programs and Services, presided.

Members Present: Dr. Joseph Pifer, Dr. Haley Sherman, Dr. Colette Drouillard (Proxy for Dr. Taralynn Hartsell), Dr. Luis Gonzalez (Proxy for Dr. Taewon Hwang), Ms. Kytt Everdeen Moore (Proxy Ms. Samantha Paul), Ms. Chalise Ludlow, Dr. Haley Sherman (Proxy for Ms. Meg Giddings), Dr. Colette Drouillard, Dr. Jim Nienow, Dr. Luis Gonzalez, Ms. Kytt Everdeen Moore, and Ms. Tera Ray.

Members Absent: Dr. Taralynn Hartsell, Ms. Alene Dasher, Dr. Taewon Hwang, Ms. Smanatha Paul, Mr. Jason Brown, Ms. Meg Giddings, Dr. Fleming Bell, Dr. Kristy Listler, Ms. Caitlyn Register, Dr. Lisa Batten, Dr. R. Paul Mihail, and Dr. Kelly Mathis.

Catalog Editor: Dr. Emma Kostopolus

Visitors Present: Dr. Ray Elson, Dr. Alicia Roberson, Dr. Jay Rickman, and Dr. Glenda Swan.

The Minutes of the April 14, 2025, meeting were approved by email on April 18, 2025. (pages 1-3).

A. College of Humanities and Social Sciences

1. Revised requirements for the Africana Studies minor were approved effective Fall Semester 2025. (pages 4-8) This had been administratively approved to be included in the current catalog on April 17th.
2. Revised requirements for the BA in Interdisciplinary Studies was approved effective Fall Semester 2025. (pages 9-13).

B. College of Business Administration

1. Revised requirements for the minor in Business Law was approved effective Spring Semester 2026. (pages 14-16).
2. Revised degree requirements for the BBA in Accounting was approved effective Fall Semester 2026. (pages 17-19).


C. College of the Arts

1. New course, Art History (ARTH) 4170, "Internship in Art HistoryNeuroscience for Communication Sciences and Disorders", (NEUROSCIENCE FOR CSD – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2025 with the description changed to read ...Department Head. Graded "Satisfactory" or "Unsatisfactory.". Supervised work experience through a cooperatively... (pages 20-21).
2. Revised course prerequisites, Communication Arts (COMM) 3031, "Communication Law and Ethics", (COMM LAW AND THICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 22-23).
3. Revised course prerequisites, Communication Arts (COMM) 3111, "Applied Communication Research", (APPLIED COMM RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 24-26).
4. Revised course prerequisites, Communication Arts (COMM) 3112, "Data Analytics in Communication", (COMM DATA ANALYTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 27-29).
5. Revised course prerequisites, Communication Arts (COMM) 3231, "Health Communication", (HEALTH COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective changed from Fall 2025 to Spring 2026. (pages 30-31).
6. Revised credit hours, Communication Arts (COMM) 3311, "Teams, Leadership, and Small Group Communication", (TEAMS LDRSHP SMALL GRP COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 32-33).

7. Revised course prerequisites, Communication Arts (COMM) 3411, “Visual Communication and Aesthetics”, (VISUAL COMM AND AESTHETICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 34-35).
8. Revised course prerequisites, Communication Arts (COMM) 3421, “Social Media Strategies”, (SOCIAL MEDIA STRATEGIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 36-37).
9. Revised course prerequisites, Communication Arts (COMM) 4240, “Public Relations Law and Ethics”, (PR LAW AND ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 38-39).
10. Revised course prerequisites, Communication Arts (COMM) 4421, “Nonverbal Communication”, (NONVERBAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 40-41).
11. Revised course prerequisites, Communication Arts (COMM) 4431, “Listening and Interviewing”, (LISTENING AND INTERVIEWING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 42-43).
12. Revised credit hours and prerequisites, Public Relations (PREL) 3210, “Strategic Design for Public Relations”, (STRATEGIC DESIGN PUB RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 44-46).
13. Revised course prerequisites, Public Relations (PREL) 3250, “Public Relations in Health Care”, (PR IN HEALTH CARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 47-48).
14. Revised credit hours and prerequisites, Public Relations (PREL) 3220, “Strategic Writing for Public Relations”, (STRATEGIC WRITNG PUB RELATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 49-51).
15. Revised credit hours and prerequisites, Public Relations (PREL) 3240, “Strategic Design for Public Relations”, (STRATEGIC DESIGN DIGITAL MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 52-53).
16. Revised course prerequisites, Public Relations (PREL) 4200, “Public Relations Research”, (PUBLIC RELATIONS RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring 2026 with the effective date changed from Fall 2025 to Spring 2026. (pages 54-55).

Respectfully submitted,

Stanley Jones
Registrar

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 06/17/2025	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Deborah Paine/Joseph Jones	Requestor's Role:	Department Head
CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	KSPE 1090	Course Prefix and Number:	
Course Title:	Racquetball	Course Title:	Racquet Sports
<i>Lecture Hours:</i>	1	<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>	1	<i>Credit Hours:</i>	
Pre-requisites:		Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	
A beginning course in racquetball emphasizing the basic rules and strategies of play. Attention is given to the skills needed to participate successfully in the sport.		Fundamentals in racquet sports including racquetball, pickle ball, and badminton. Attention is given to the skills needed to participate successfully in the various sports.	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Twice per Year</i>
Justification: (select one or more of the following and provide appropriate narrative below:)			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
With the popularity racquet sports recently, and the push to increase additional face-to-face offerings to students, this course should attract students to enroll.			


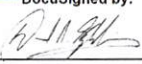
Source of Data to Support Change (select one or more of the following):

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine/Joseph Jones	<i>Deborah J. Paine</i>	17 June 25
College/Division Executive Committee			
Dean/Director	David Slykhuis	DocuSigned by:  DFAE59216E384AB...	10/8/2025 2:10 PM EDT
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

10/1/2025

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

College: *Select One.*

Dept. Initiating Request:

Office of Student Success & Retention

Requestor's Name: Karen Higgs

Requestor's Role:

Department Head

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

RISE

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

1000

Proposed NEW Course Title:

Re-Ignite Seminar for Academic Recovery

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

Academic Recovery Seminar

Prerequisite(s):

Approved academic standing suspension or financial aid SAP appeal

Lecture Hours: 1

Lab/Contact Hours: 1

Credit Hours: 0

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

This course supports undergraduates with fewer than 90 credits allowed to persist through an approved suspension appeal. Through weekly seminars, study hall attendance, and targeted assignments, students build academic recovery skills. Emphasis is placed on time management, study strategies, mindset, and effective use of campus resources to regain momentum.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every Semester

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

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

This course is designed to provide structured recovery support for students with fewer than 60 earned credits who are permitted to continue enrollment following an approved academic standing or financial aid suspension appeal. Early academic struggles, if unaddressed, often lead to continued probation, loss of financial aid eligibility, or withdrawal.

National research consistently identifies the first two years of college as a critical period for developing persistence skills, establishing effective study habits, and connecting to campus resources.

- Small, M. L., Córdova-Cobo, D., Larson, J., & Streib, J. (2017). *Students' time use during first year of college predicts retention and achievement*. Proceedings of the National Academy of Sciences, 114(36), 9769–9771. Retrieved from <https://doi.org/10.1073/pnas.1710970114>
- Stewart, S., Lim, D. H., & Kim, J. (2015). Factors influencing college persistence for first-time students. *Journal of Developmental Education*, 38(3), 12–20. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1092649.pdf>
- Oliobi, I., Westbrook, J., & The Kessler Scholars Collaborative. (2024). *Tailored support for first-year, first-generation college students*. Ithaka S+R. Retrieved from <https://sr.ithaka.org/publications/tailored-support-for-first-year-first-generation-college-students>
- L. David, et al. (2024). *Understanding the Role of Habits in University Students' Self-Regulated Learning*. *Higher Education*. Retrieved from <https://link.springer.com/article/10.1007/s10734-024-01199-w?utm>

This zero-credit seminar is intentionally developmental, not punitive. The course provides a framework of support that requires the student to re-engage with the institution, build essential academic and self-management skills and access appropriate support services. Weekly meetings combined with required study hall sessions create accountability while promoting resilience and success strategies. By intervening at this formative stage, RISE 1000 should improve the likelihood that students will recover academically, retain financial aid eligibility, and continue to persist through to degree completion.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

- Pre-and Post-course survey to determine student confidence
- Term GPA for participating students (increase from prior and meet or exceed probation threshold)
- Credit completion – enrolled students successfully completes all courses for the term
- Student returns to good academic and/or SAP standing at end of term, meeting appeal compliance, or if allowed to continue as recommended by Financial Aid or the Registrar
- Student persistence to next term and retains to next academic year
- Fewer academic alerts among RISE participants vs. non-participants
- Increase in resource usage rates (specifically tutoring and career counseling)

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Karen Higgs	DocuSigned by: E528A897B9CF415...	10/23/2025 8:53 A
College/Division Executive Committee			
Dean/Director	Barrie Fitzgerald	Signed by: EA6C514B51764C4...	10/28/2025 3:43 F
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

RISE 1000: Re-Ignite Seminar for Academic Recovery

Course Information

Credit Hours: 0 (non-credit)

Grading: Satisfactory/Unsatisfactory (S/U)

Prerequisites: Enrollment contingent on a probation academic standing, readmit after suspension, or approval of financial aid SAP appeal.

Instructor Information

Name:

Contact Information: (office #, phone, @valdosta email)

Office Hours:

Course Description

RISE 1000 is designed for undergraduates with less than 60 earned credits and who are permitted to remain enrolled following a probation academic standing, readmit after suspension, or financial aid SAP appeal. This course provides structured academic recovery support to help students strengthen foundational academic skills, reconnect with key campus resources, and re-establish momentum toward success. Through weekly seminars, facilitated study halls, and targeted assignments, students will engage strategies for effective learning, financial and academic planning, major and career pathways, wellbeing, and resilience. Emphasis is placed on building accountability, fostering a sense of belonging, and developing sustainable academic behaviors that support persistence and graduation.

Technology Requirements

In this class, students will regularly use the following applications:

- Office 365 for access to VSU email and Microsoft applications (Outlook, Teams, Word, Excel, PowerPoint, etc.).
- Blazeview to access course materials

To use these applications, students must have access to a laptop or desktop computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.

Student Learning Outcomes

- Students who complete this course will be able to:
 - Identify barriers to academic success and implement strategies for improvement.
 - Apply evidence-based learning strategies (e.g., time management, study and test-taking skills) to current coursework.
 - Utilize appropriate campus resources to support learning and persistence.
 - Develop and maintain an individualized recovery plan to guide academic progress that include clear achievable goals.
 - Demonstrate resilience and improved academic behaviors leading to retention, persistence, and graduation.
 - Build connections with faculty, staff, and peers that foster accountability, belonging, and retention.
 - Demonstrate understanding of academic standing, financial aid, and SAP requirements strategies that sustain academic success.
 - Connect academic progress to career pathways, through major exploration, career exploration, interests, and professional goals.

Meeting Requirements

- One mandatory weekly seminar meeting facilitated by the instructor/success coach.
- One mandatory weekly facilitated study hall session.

Attendance & Expectations

Attendance at both required meetings, lecture and study hall, and the individual consultations is essential for Satisfactory (S) completion. More than 2 unexcused absences will result in a grade of Unsatisfactory (U). To be considered excused, absences must be reported through the university's Absentee Notification Form as soon as the absence is known. Submission of this form does not automatically excuse the absence; it serves as documentation to verify circumstances. Final determination of whether an absence is excused rests with the instructor.

Students with an excused absence may make up missed work, quizzes, or participation in activities within one week (7 calendar days) of their return, unless otherwise arranged with the instructor. Makeup opportunities are not allowed for unexcused absences and students will forfeit points associated with missed in-class activities or assignments. Grading is based on attendance, participation, and timely completion of assignments.

Assignments & Grading

- Weekly reflection journals to summarize key takeaways from the week's topic and outline specific actions or behaviors to implement (50%)
- Completion of a personal academic recovery plan to set goals, monitor progress, and evaluate outcomes; this will be reviewed and revised as needed at midterm with final reflection and transition plan due at the end of the term (15%)
- Engagement in at least one campus resource beyond study hall and mandatory consultations (15%)
- Final reflection and transition plan (20%)

Weekly Schedule

Week 1: Orientation, appeal conditions, personal goal setting

Week 2: Time management and building academic calendars

Week 3: Study skills and note-taking

Week 4: Tutoring, exam prep and active learning

Week 5: Midterm prep, progress check, and recovery plan update

Week 6: Campus resources exploration

Week 7: Academic mindset, resilience, and grit

Week 8: Wellbeing, and stress management

Week 9: Financial literacy basics

Week 10: Aid renewal and SAP requirements

Week 11: Career exploration

Week 12: Confirming major and pathways

Week 13: Work-life-school balance

Week 14: Advanced study strategies and final prep

Week 15: Final recovery plan development

Week 16: Reflection and transition planning

Accommodations Statement

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

Non-Discrimination and Title IX Statement

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties, and unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>

Academic Integrity Statement

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the [Academic Integrity Policy](#) as set forth in the [Student Code of Conduct](#) and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

10/1/2025

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

College:	Select One.	Dept. Initiating Request:	Office of Student Success & Retention
Requestor's Name:	Karen Higgs	Requestor's Role:	Department Head

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	RISE	NEW Course Number: (Consult #s in the catalog)	2000
Proposed NEW Course Title:	Re-Ignite Seminar for Academic Recovery		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Academic Recovery Seminar		
Prerequisite(s):	Approved academic standing suspension or financial aid SAP appeal		
Lecture Hours:	1	Lab/Contact Hours:	1
		Credit Hours:	0

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

This course supports undergraduates with 60+ earned credits allowed to persist through an approved suspension appeal. By focusing on advanced strategies (e.g., degree completion, financial literacy, and career readiness) while maintaining accountability through weekly seminars and study hall, RISE 2000 supports persistence and successful transition to graduation.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every Semester

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

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

Designed for students with 60+ earned credits permitted to remain enrolled following an approved academic standing or financial aid appeal, this course focuses on unique risks such as compounding GPA deficits, financial aid loss, and difficulty completing capstone or upper-level coursework. Upper-division students who fail to recover risk delayed graduation or attrition despite nearing degree completion. RISE 2000 provides structured accountability through weekly seminars, facilitated study hall, and targeted assignments emphasizing advanced recovery strategies, financial planning, and career alignment. This holistic approach aims to improve the

likelihood that students will regain good academic standing, retain aid eligibility, and continue through to degree completion.

Research shows that persistence beyond the sophomore year is influenced by academic performance, financial literacy, and engagement with career pathways.

- Riad, A., Khan, S., & Al-Husseini, F. (2024). *Active intervention programs: Providing support for students on academic probation*. *Journal of Student Success and Retention*. Retrieved from <https://www.jossr.org/wp-content/uploads/2024/09/Active-Intervention-Programs.pdf>.
- Dixon, A. , Caudle, H., Garza, J., Johnson, A. & Brissette Gutierrez, S.M., *Academic outreach and recovery coaching: A proactive model for student persistence*. *Journal of College Academic Support Programs*, 8(1), 44-58. Retrieved from <https://jcaso-ojs-txstate.tdl.org/jcaso/article/view/200/107>

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

- Pre-and Post-course survey to determine student confidence
- Term GPA for participating students (increase from prior and meet or exceed probation threshold)
- Credit completion – enrolled students successfully completes all courses for the term
- Student returns to good academic and/or SAP standing at end of term, meeting appeal compliance
- Student persistence to next term and retain thru to graduation
- Fewer academic alerts among RISE participants vs. non-participants
- Increase in resource usage rates (specifically tutoring and career counseling)

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Karen Higgs	DocuSigned by: E528A697B9CF415...	10/23/2025 8:53 AM
College/Division Executive Committee			
Dean/Director	Barrie Fitzgerald	Signed by: EA6C514B51764C4...	10/28/2025 3:43 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

RISE 2000: Re-Ignite Seminar for Academic Recovery

Course Information

Credit Hours: 0 (non-credit)

Grading: Satisfactory/Unsatisfactory (S/U)

Prerequisites: Enrollment contingent on a probation academic standing, readmit after suspension, or approval of financial aid SAP appeal.

Instructor Information

Name:

Contact Information: (office #, phone, @valdosta email)

Office Hours:

Course Description

RISE 2000 is designed for undergraduates with at least 60 earned credits and who are permitted to remain enrolled following a probation academic standing, readmit after suspension, or financial aid SAP appeal. The course provides structured academic recovery support to help advanced students complete their degree and prepare for post-graduation success. Through weekly seminars, facilitated study halls, and targeted assignments, students will engage in strategies for advanced academic management, degree completion planning, financial literacy, and career readiness. Emphasis is placed on aligning major and career goals, strengthening resilience, and developing a professional identity. The course culminates in a recovery and career plan submission to demonstrate progress and preparation for graduation.

Technology Requirements

In this class, students will regularly use the following applications:

- Office 365 for access to VSU email and Microsoft applications (Outlook, Teams, Word, Excel, PowerPoint, etc.).
- Blazeview to access course materials

To use these applications, students must have access to a laptop or desktop computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.

Student Learning Outcomes

Students who complete this course will be able to:

- Apply advanced academic and personal management strategies in upper-level coursework.
- Engage with career readiness and degree completion planning.
- Understand applicable financial aid policies and apply knowledge to sustain eligibility.
- Demonstrate proactive use of campus resources for persistence thru to graduation.
- Build resilience, motivation, and long-term planning skills to support post-graduation goals.
- Synthesize academic recovery strategies and career preparation into a comprehensive recovery and transition plan.

Meeting Requirements

- One mandatory weekly seminar meeting facilitated by the instructor/success coach.
- One mandatory weekly facilitated study hall session (attendance tracked).

Attendance & Expectations

Attendance at both required meetings, lecture and study hall is essential for Satisfactory (S) completion. More than 2 unexcused absences will result in a grade of Unsatisfactory (U). To be considered excused, absences must be reported through the university's Absentee Notification Form as soon as the absence is known. Submission of this form does not automatically excuse the absence; it serves as documentation to verify circumstances. Final determination of whether an absence is excused rests with the instructor.

Students with an excused absence may make up missed work, quizzes, or participation in activities within one week (7 calendar days) of their return, unless otherwise arranged with the instructor. Makeup opportunities are not allowed for unexcused absences and students will forfeit points associated with missed in-class activities or assignments. Grading is based on attendance, participation, and timely completion of assignments.

Assignments & Grading

Assignments are to be submitted through BlazeView by stated due dates and will be graded complete or incomplete. Students must satisfactorily complete at least 80% of the assignments, including weekly study hall attendance, to earn a final grade of Satisfactory or in the course.

- Weekly reflection journals to summarize key takeaways from the week's topic and outline specific actions or behaviors to implement. (50%)
- Completion of a personal academic recovery plan to set goals, monitor progress, and evaluate outcomes; this will be reviewed and revised as needed at midterm with final reflection and transition plan due at the end of the term. (15%)
- Engagement in at least one campus resource, beyond study hall and mandatory consultations (15%).
- Final reflection and transition plan (20%)

Weekly Schedule

Week 1: Orientation, appeal conditions, personal goal-setting

Week 2: Advanced time management for upper-level courses

Week 3: Capstone/project planning and recovery plan (initial draft)

Week 4: Advanced study skills and resource integration

Week 5: Networking and career engagement

Week 6: Professional identity building

Week 7: Midterm progress check and recovery plan update

Week 8: Academic resilience and stress management

Week 9: Financial literacy: loans, repayment, scholarships

Week 10: Aid renewal and financial planning

Week 11: Career pathways

Week 12: Major/career alignment

Week 13: Work-life-school balance

Week 14: Career readiness workshops

Week 15: Final prep and finish strong

Week 16: Debrief and transition

Accommodations Statement


Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

Non-Discrimination and Title IX Statement

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties, and unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>

Academic Integrity Statement

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the [Academic Integrity Policy](#) as set forth in the [Student Code of Conduct](#) and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 09/6/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Science and Mathematics	Dept. Initiating Request:	Biology
Requestor's Name:	Theresa Grove	Requestor's Role:	Department Head
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	M.S. Biology		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/sciences-mathematics/biology/		
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>	
<p>Dr. Robert Gannon, Head 2035 Bailey Science Center</p> <p>The Department of Biology at Valdosta State University offers a Master of Science degree with a major in biology for students who wish to continue their study of biological science, biological technologies, and related sub-disciplines. This is a research, thesis-based degree. The Biology Department does not offer a non-thesis option. Because there are only a minimal number of specifically required courses in the program, students may, in consultation with their advisors, develop a program of study individually tailored to accommodate their special interests and career goals. Students earning a Master of Science with a major in biology are well prepared for a number of careers and further educational programs. These include doctoral studies, job markets in college and secondary school teaching as well as innumerable biology and biotechnology or medical fields.</p> <p>The Biology Department of VSU expects its graduate students to acquire the following: A breadth of knowledge appropriate to a master's level of competence in the biological sub-disciplines of cell and molecular biology, genetics, organismal biology, and evolution and ecology a knowledge base that will permit students to identify significant biological</p>		<p><u>Dr. Theresa J. Grove</u>Dr. Robert Gannon, Head 2035 Bailey Science Center</p> <p>The Department of Biology at Valdosta State University offers a Master of Science degree <i>with a major</i> in biology for students who wish to continue their study of biological science, <u>biotechnology biological technologies</u>, and related sub-disciplines. <u>Both thesis and non-thesis degrees are offered with both in-person and online options.</u> <i>This is a research, thesis-based degree. The Biology Department does not offer a non-thesis option. Because there are only a minimal number of specifically required courses in the program, s</i>Students may, in consultation with their advisors, develop a program of study individually tailored to accommodate their special interests and career goals. Students earning a Master of Science with a major in biology are well prepared for <u>diverse a number of</u> careers and further educational programs. <i>These Opportunities</i> include doctoral <u>and professional programs, studies</u>, job markets in college and secondary school teaching, <u>biotechnology, government, conservation and wildlife biology, and other fields.</u> <i>as well as innumerable biology and biotechnology or medical fields.</i></p> <p><u>Students who graduate from the Master of Science program in Biology will have a</u> <i>The Biology Department of VSU expects its graduate students to acquire the</i></p>	

research questions, develop protocols to solve problems, and properly analyze and resolve research questions through the use of the scientific method. The Biology Department's admission policies, degree offerings, degree options, and course offerings are designed to help all students achieve these goals.

*following: A breadth of knowledge appropriate to a master's level of competence in **the** biological sub-disciplines of cell and molecular biology, genetics, organismal biology, and evolution and ecology and the skills necessary to be successful in their chosen career fields. a knowledge base that will permit students to identify significant biological research questions, develop protocols to solve problems, and properly analyze and resolve research questions through the use of the scientific method. The Biology Department's admission policies, degree offerings, degree options, and course offerings are designed to help all students achieve these goals.*

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

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

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

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

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


Will continue to monitor SOIs, enrollment and degree completion, etc.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Theresa Grove	<i>Signed by:</i> Theresa Grove 42C2A931972A44B	9/10/2025 3:39 PM EDT
College/Division Executive Committee	PIERRE-RICHARD CORNELLY	Pierre-Richard Cornely	9/11/25
Dean/Director	PIERRE-RICHARD CORNELLY	Pierre-Richard Cornely	9/11/25
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	9/19/2025
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	9/19/2025
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Humanities and Social Sciences	Department(s):	History and Philosophy, in addition to CS in CoSM

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 09/5/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Science and Mathematics	Dept. Initiating Request:	Biology
Requestor's Name:	Cristina Calestani-J. Mitchell Lockhart	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Master of Science in Biology (non-thesis option)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/sciences-mathematics/biology/ms-biology/		
Present Requirements:		Proposed Requirements: <u>hover over for instructions</u>	
Master of Science in Biology (non-thesis option) Required Courses¹ Select one or two from the following: 2-4 BIOL 7010 Special Topics in Ecology and Evolution BIOL 7020 Special Topics in Cell and Molecular Biology BIOL 7030 Special Topics in Physiology BIOL 7050 Experimental Design and Data Analysis in Biological Sciences 3 BIOL 7900 Graduate Seminar 2-4 Select from the following: 3-6 BIOL 6850 Biology Graduate Internship BIOL 6950 Directed Study Guided Electives 15-18 Total Hours Required for the Degree 30		Master of Science in Biology (non-thesis option) <u>The non-thesis option for the Master of Science in Biology is designed for working professionals and for individuals seeking to strengthen their academic background before applying to professional graduate programs. This program offers students the opportunity to earn a graduate degree by completing advanced coursework and developing professional skills through a required internship or research experience. Students may choose a fully online curriculum with a concentration in Genomics or a curriculum that combines online with in-person coursework tailored to their specific interests. All students will collaborate with their faculty advisor to select elective courses that best support their career goals.</u> Master of Science in Biology-General (non-thesis option) Required Courses¹ Select one or two from the following: 2-4 BIOL 7010 Special Topics in Ecology and Evolution BIOL 7020 Special Topics in Cell and Molecular Biology BIOL 7030 Special Topics in Physiology BIOL 7050 Experimental Design and Data Analysis in Biological Sciences 3 BIOL 7900 Graduate Seminar 2-4 Select from the following: 3-6 BIOL 6850 Biology Graduate Internship BIOL 6950 Directed Study	
¹ Students may complete up to 9 hours of required and guided elective courses as undergraduates in the Accelerated Undergraduate-to-Graduate track. Students must complete all required and guided elective courses not already successfully completed for the B.S. or B.A. in Biology Accelerated Undergraduate-to-Graduate track.			

Guided Electives 15-18
Total Hours Required for the Degree 30

¹Students may complete up to 9 hours of required and guided elective courses as undergraduates in the Accelerated Undergraduate-to-Graduate track. Students must complete all required and guided elective courses not already successfully completed for the B.S. or B.A. in Biology Accelerated Undergraduate-to-Graduate track. [delete footnote]

Master of Science in Biology-Genomics Concentration (non-thesis option, fully online)

Required Courses¹

BIOL 6570 Introduction to Genomics 3

PHIL 5100 Ethics and Health Care 3

CS 6300 Programming Languages for Genomics 3

Select one or two from the following: 2-4

BIOL 7010 Special Topics in Ecology and Evolution

BIOL 7020 Special Topics in Cell and Molecular Biology

BIOL 7030 Special Topics in Physiology

BIOL 7050 Experimental Design and Data Analysis in Biological Sciences 3

BIOL 7900 Graduate Seminar 2-4

Select from the following: 3-6

BIOL 6850 Biology Graduate Internship

BIOL 6950 Directed Study

Guided Electives 6-9

Total Hours Required for the Degree 30

¹Students may complete up to 9 hours of required and guided elective courses as undergraduates in the Accelerated Undergraduate-to-Graduate track. Students must complete all required and guided elective courses not already successfully completed for the B.S. or B.A. in Biology Accelerated Undergraduate-to-Graduate track.

already working and desiring to be promoted or to apply to higher paying jobs; non-traditional students with family commitments; students residing in other geographical areas.

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

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

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

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

Progression and completion rates as well as surveys (e.g., SOIs, alumni) will be used to evaluate program learning outcomes.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Theresa Grove	<small>Signed by:</small> Theresa Grove 43C2A031072A44B	9/10/2025 3:39 PM EDT
College/Division Executive Committee	PIERRE- RICHARD CORNELLY	Pierre- Richard Cornely	9/11/25
Dean/Director	PIERRE- RICHARD CORNELLY	Pierre- Richard Cornely	9/11/25
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	9/19/2025
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	9/19/2025
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Humanities and Social Sciences	Department(s):	The Department of Philosophy & Religious Studies Department Computer Science and Engineering Technology (CoSM)

Master's in Biology- Genomics Concentration

General Program Map		
Fall (6h)	Spring (6h)	Summer
Term A Introduction to Genomics (3h)	BIOL 7050: Experimental Design and Data Analysis in Biological Sciences (3h)	<u>Option 1 (su yr 2 graduation):</u> Elective (6 weeks, 3 h)
Term B BIOL 7010, 7020, or 7030 Special Topics (2h) BIOL 7xxx Genomics Seminar (1h)	PHIL 5100: Ethics and Health Care (3h)	<u>Option 2 (spr yr 2 graduation):</u> Elective (6 weeks, 3h) Elective (6 weeks, 3h)
Fall (6h)	Spring (6h)	Summer
CS 6XXX Software Languages for Genomics (3h)	Elective (3h) Elective (3h)	<u>Option 1 (su yr 2 graduation):</u> Elective (3 h)
Elective (3h)		
Total 30 hours		

First Cohort (because starting this in the spring)

First Cohort Program Map		
Fall (6h)	Spring (6h)	Summer (2 options)
	BIOL 7050: Experimental Design and Data Analysis in Biological Sciences (3h) PHIL 5100: Ethics and Health Care (3h)	<u>Option 1 (fa yr 2 graduation):</u> Elective (6 weeks, 3 h) <u>Option 2 (su yr 2 graduation):</u> Elective (6 weeks, 3h) Elective (6 weeks, 3h)
Fall (6h)	Spring (6h)	Summer (2 options)
Introduction to Genomics (3h) BIOL 7010, 7020, or 7030 Special Topics (2h) BIOL 7xxx Genomics Seminar (1h)	CS 6XXX Software Languages for Genomics (3h) Elective (3h)	<u>Option 1 (fa yr 2 graduation):</u> Elective (3 h) <u>Option 2 (su yr 2 graduation):</u> Elective (6 weeks, 3h) Elective (6 weeks, 3h)
Fall (6h)		
Elective (3h) Elective (3h)		
Total 30 hours		



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

Select Date.

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Psychological Science
Requestor's Name:	David Wasieleski, Ph.D.	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	PSYC3400	Course Prefix and Number:	
Course Title:	Abnormal Psychology	Course Title:	Psychological Disorders
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>		<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>		<i>Credit Hours:</i>	
Pre-requisites:		Pre-requisites:	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every Semester

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

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

The only proposed change to this course is the title, reflecting the national trend toward replacing the outdated and stigmatizing term "abnormal." The other regional university in our state also uses the title Psychological Disorders, so we would be consistent with them, as well.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Nationally, this course title is being replaced by many programs, including several in Georgia. No real evaluation seems necessary. However, the following article may provide some assessment of the original title and one other alternative as undesirable:

<https://journals.sagepub.com/doi/10.1177/00986283251328321>


**Valdosta State University - REVISED COURSE Form**

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	David Monetti	DocuSigned by: <i>David Monetti</i>	10/8/2025 2:43 PM EDT
College/Division Executive Committee	Robert Mark Smith	3E061511304E430... DocuSigned by: <i>Robert Mark Smith</i>	10/8/2025 3:13 PM EDT
Dean/Director	James LaPlant	8A153115C828424... DocuSigned by: <i>James LaPlant</i>	10/8/2025 4:47 PM EDT
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		

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

College:	Select One.	Department(s):	
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 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 08/11/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	KREN	NEW Course Number: <i>(Consult #s in the catalog)</i>	1001
Proposed NEW Course Title:	Beginning Korean Language and Introduction to Korean Culture I		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Bg. Korean Lg /Intro Cult I		
Prerequisite(s):	n/a		
Lecture Hours:	3	Lab/Contact Hours:	n/a
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
Korean is one of the critical languages identified by the State Department and the National Security Education Program. Furthermore, Korean is the fastest growing language on American universities' campuses. It is a highly sought after language due to the popularity K Pop culture has among the younger generation. In the past, the course was only offered when we had a visiting Fulbright scholar who could teach it. The department is envisioning including Korean as a minor first and potentially as a major under a unified degree in World Languages. We are also considering an interdisciplinary minor in Far Eastern Studies with a language requirement in Korean or Japanese.			

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Student interest and inquiries about offering of Korean language classes.


Information about popularity of Korean language classes across universities in the US.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	DocuSigned by: <i>Ofelia Nikolova</i>	10/2/2025 3:46 PM EDT
College/Division Executive Committee	CoHSS	2035A37B9E82492... DocuSigned by: <i>Robert Mark Smith</i>	10/3/2025 10:46 AM EDT
Dean/Director		8A153115C828424... DocuSigned by: <i>James LaPlant</i>	10/5/2025 10:24 AM EDT
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			
Academic Committee			

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

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 08/11/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	KREN	NEW Course Number: <i>(Consult #s in the catalog)</i>	1002
Proposed NEW Course Title:	Beginning Korean Language and Introduction to Korean Culture II		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Bg. Korean Lg /Intro Cult II		
Prerequisite(s):	KREN 1001 or equivalent.		
Lecture Hours:	3	Lab/Contact Hours:	n/a
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> A continuation of KREN 1001 with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –			
Korean is one of the critical languages identified by the State Department and the National Security Education Program. Furthermore, Korean is the fastest growing language on American universities' campuses. It is a highly sought after language due to the popularity K Pop culture has among the younger generation. In the past, the course was only offered when we had a visiting Fulbright scholar who could teach it. The department is envisioning including Korean as a minor first and potentially as a major under a unified degree in World Languages. We are also considering an interdisciplinary minor in Far Eastern Studies with a language requirement in Korean or Japanese.			

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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


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

Student interest and inquiries about offering Korean language classes.

Information about popularity of Korean language classes across universities in the US.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	DocuSigned by: <i>Ofelia Nikolova</i>	10/2/2025 3:45 PM EDT
College/Division Executive Committee	CoHSS	2035A37B9E82492... DocuSigned by: <i>Robert Mark Smith</i>	10/3/2025 10:47 AM EDT
Dean/Director	James LaPlant	BA153115C828424... DocuSigned by: <i>James LaPlant</i>	10/5/2025 10:20 AM EDT
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 08/11/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	KREN	NEW Course Number: <i>(Consult #s in the catalog)</i>	2001
Proposed NEW Course Title:	Intermediate Korean Language and Introduction to Korean Culture I		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Intrm. Korean Lg/Intro Cult I		
Prerequisite(s):	KREN 1002 or equivalent.		
Lecture Hours:	3	Lab/Contact Hours:	n/a
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –			
Korean is one of the critical languages identified by the State Department and the National Security Education Program. Furthermore, Korean is the fastest growing language on American universities' campuses. It is a highly sought after language due to the popularity K Pop culture has among the younger generation. In the past, the course was only offered when we had a visiting Fulbright scholar who could teach it. The department is envisioning including Korean as a minor first and potentially as a major under a unified degree in World Languages. We are also considering an interdisciplinary minor in Far Eastern Studies with a language requirement in Korean or Japanese.			

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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


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

Student interest and inquiries about offering Korean language classes.

Information about popularity of Korean language classes across universities in the US.

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	DocuSigned by: <i>Ofelia Nikolova</i>	10/2/2025 3:46 PM EDT
College/Division Executive Committee	CoHSS	DocuSigned by: <i>Robert Mark Smith</i>	10/3/2025 10:46 AM EC
Dean/Director	James LaPlant	DocuSigned by: <i>James LaPlant</i>	10/5/2025 10:21 AM EC
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 08/11/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	KREN	NEW Course Number: <i>(Consult #s in the catalog)</i>	2002
Proposed NEW Course Title:	Intermediate Korean Language and Introduction to Korean Culture II		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Intrm. Korean Lg/Intro Cult II		
Prerequisite(s):	KREN 2001 or equivalent.		
Lecture Hours:	3	Lab/Contact Hours:	n/a
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> A continuation of KREN 2001 with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
Korean is one of the critical languages identified by the State Department and the National Security Education Program. Furthermore, Korean is the fastest growing language on American universities' campuses. It is a highly sought after language due to the popularity K Pop culture has among the younger generation. In the past, the course was only offered when we had a visiting Fulbright scholar who could teach it. The department is envisioning including Korean as a minor first and potentially as a major under a unified degree in World Languages. We are also considering an interdisciplinary minor in Far Eastern Studies with a language requirement in Korean or Japanese.			

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes



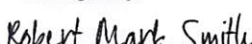
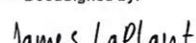
(select one or more of the following and provide appropriate narrative below):


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

Student interest and inquiries about offering Korean language classes.

Information about popularity of Korean language classes across universities in the US.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	<small>DocuSigned by:</small>  <small>2035A37B9E82492...</small>	10/2/2025 3:45 PM EDT
College/Division Executive Committee	CoHSS	<small>DocuSigned by:</small>  <small>8A153115C828424...</small>	10/3/2025 10:46 AM EDT
Dean/Director	James LaPlant	<small>DocuSigned by:</small>  <small>CFD1633B1A51412...</small>	10/5/2025 10:20 AM EDT
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/26/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Holly Buglewicz	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2025
Degree/Program Name:	Bachelor of Arts in Communication		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-speech-communication/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Core Curriculum 60 Core IMPACTS (See VSU Core Curriculum) 42 Core Field of Study 18 COMM 1110 Public Speaking 3 or COMM 1100 Human Communication COMM 1800 Communication Technology 3 COMM 2100 Introduction to Communication Theory 3 COMM 2300 Interpersonal Communication 3 COMM 2500 Introduction to Intercultural Communication 3 PREL 2000 Introduction to Public Relations 3 Senior College Curriculum 60 Communication Core 15 COMM 3021 Persuasion and Social Influence COMM 3111 Applied Communication Research 3 COMM 3112 Data Analytics in Communication 3 COMM 3411 Visual Communication and Aesthetics 3 COMM 3421 Social Media Strategies 3 Communication Tracks: Select One		Core Curriculum 60 Core IMPACTS (See VSU Core Curriculum) 42 Core Field of Study 18 COMM 1110 Public Speaking 3 or COMM 1100 Human Communication COMM 1800 Communication Technology 3 COMM 2100 Introduction to Communication Theory 3 COMM 2300 Interpersonal Communication 3 COMM 2500 Introduction to Intercultural Communication 3 COMM 2500 Introduction to Intercultural Communication 3 PREL 2000 Introduction to Public Relations 3 Senior College Curriculum 60 Communication Core 15 COMM 3021 Persuasion and Social Influence COMM 3111 Applied Communication Research 3	

General Communication Track		COMM 3112	Data Analytics in Communication	3
Select 12 hours of 3xxx/4xxx courses		COMM 3411	Visual Communication and Aesthetics	3
Interpersonal Communication Track		COMM 3421	Social Media Strategies	3
COMM 4401	Advanced Interpersonal Communication	Communication Tracks: Select One		
COMM 4421	Nonverbal Communication	General Communication Track		
COMM 4310	The Darkside of Communication	Select 12 hours of 3xxx/4xxx courses		
COMM 4350	Family Communication	Interpersonal Communication Track		
Organizational Communication Track		COMM 4401	Advanced Interpersonal Communication	
COMM 4501	Organizational Communication	COMM 4421	Nonverbal Communication	
COMM 4511	Professional Communication	COMM 4310	The Darkside of Communication	3
COMM 4521	Crisis Communication and Management	COMM 4350	Family Communication	3
COMM 4531	Advanced Intercultural Communication	Organizational Communication Track		
Public Relations Track		COMM 4501	Organizational Communication	
PREL 3210	Strategic Design for Public Relations	COMM 4511	Professional Communication	
PREL 3220	Strategic Writing for Public Relations	COMM 4521	Crisis Communication and Management	
PREL 4200	Public Relations Research	COMM 4531	Advanced Intercultural Communication	3
PREL 4220	Integrated Communication	Public Relations Track		
Upper Level Major Electives (select two from)		PREL 3210	Strategic Design for Public Relations	3
COMM 3011	Argumentation and Advocacy	PREL 3220	Strategic Writing for Public Relations	3
COMM 3211	Event Planning	PREL 4200	Public Relations Research	3
COMM 3231	Health Communication	PREL 4220	Integrated Communication	3
COMM 3311	Teams, Leadership, and Small Group Communication	Upper Level Major Electives (select two from) ¹		
COMM 3321	Conflict Management	COMM 3011	Argumentation and Advocacy	
COMM 3331	Creativity and Communication Design	COMM 3211	Event Planning	
COMM 4210	Advanced Public Speaking	COMM 3231	Health Communication	
COMM 4431	Listening and Interviewing			
COMM 4601	Special Topics in Communication			
COMM 4611	Directed Study in Communication Arts			
COMM 4911	Communication Arts Study Abroad I			

COMM 4912	Communication Arts Study Abroad II		COMM 3311	Teams, Leadership, and Small Group Communication	
MDIA 4200	Media Law and Ethics				
MDIA 4270	Diversity in Media		COMM 3321	Conflict Management	
MDIA 4400	Media Criticism		COMM 3331	Creativity and Communication Design	
MDIA 4450	International Media		COMM 4210	Advanced Public Speaking	
JOUR 3510	News Writing		COMM 4431	Listening and Interviewing	
Modern/Classical Foreign Language		6	COMM 4601	Special Topics in Communication	
Guided Electives (six credits must be outside field of study)		18	COMM 4611	Directed Study in Communication Arts	
Capstone or Internship Experience		3	COMM 4911	Communication Arts Study Abroad I	
COMM 4550		0-9	COMM 4912	Communication Arts Study Abroad II	
or COMM 4671	Internship in Communication		MDIA 4200	Media Law and Ethics	
Total hours required for the degree		120	MDIA 4270	Diversity in Media	
			MDIA 4400	Media Criticism	
			MDIA 4450	International Media	
			JOUR 3510	News Writing	
			Modern/Classical Foreign Language		6
			Guided Electives (six credits must be outside field of study)		18
			Capstone or Internship Experience		3
			COMM 4550		0-9
			or COMM 4671	Internship in Communication	
			Total hours required for the degree		120
			<u>1 Students may take any upper division (3000-4000) COMM class offered to apply to their Upper-Level Major Electives requirements.</u>		

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

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

The above change was administratively approved out of session (during the summer). The above change has already been implemented, this form serves to provide formal documentation of the change within the BA in Communication and the 2025-2026 catalog information.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Ian Andersen	Signed by: Ian Andersen 94FB13161D134C5...	9/24/2025 11:12 AM
College/Division Executive Committee	Zhong Bei Lin	Signed by: Zhong Bei Lin AE9096DAAC5C454...	9/24/2025 11:13 AM
Dean/Director	Nicole Cox	DocuSigned by: Nicole Cox 4CB1115DCFC2464...	9/24/2025 8:03 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

☐ No ☐ Yes


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

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

College:

Select One.

Department(s):

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 11/15/2024	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Art & Design
Requestor's Name:	Jenny Evans	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		
	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2025
Degree/Program Name:	Masters of the Arts in Teaching with a Major in Art Education		
Current Catalog URL:	New program Masters of the Arts in Teaching with a Concentration in Art Education		
Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>		
	<p>The M.A.T. in Education with a concentration in Art Education program is designed for candidates who are seeking a Level 5 Georgia teaching certificate and who already have content knowledge expertise in the certification area in which they want to teach.</p> <p>National accrediting agencies include the National Association of Schools of Art and Design (NASAD), the GA Professional Standards Commission, and the Southern Association of Colleges and Schools (SASCOC). The National Art Education Association (NAEA) provides program standards, curricular guidelines, and assessment tools that help ensure a quality program. Students in the program must meet all the criteria published in the VSU Catalog, as established by the College of Education and Human Services and the College of the Arts. The degree program consists of 36 hours of course work and requires field and clinical hours.</p> <p>A minimum grade point average of 3.0 must be maintained throughout the program.</p> <p>Selected Educational Outcomes</p> <ol style="list-style-type: none"> 1. Students in initial teacher education programs demonstrate knowledge of art education and can explain important principles and concepts delineated in professional, state, and institutional standards. 2. Students in initial teacher education programs apply content specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help students learn. 3. Students in initial teacher education programs assess student learning and analyze educational research findings and incorporate new information into their practice. 4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. <p>Examples of Outcome Assessments</p>		

- [1. Students in initial teacher education programs demonstrate content knowledge through passing the state-required content assessment.](#)
- [2. Students in initial teacher education programs demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.](#)
- [3. Students in initial teacher education programs demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and mentor teacher.](#)
- [4. Students in initial teacher education programs demonstrate their ability to positively impact P-12 learning.](#)

Requirements for the Master of Arts in Teaching with a Concentration in Art Education

<u>Code</u>	<u>Title</u>	<u>Hours</u>
MSED 6000	Written and Verbal Communication for Teachers	3
EDUC 6051	Planning, Assessment and Differentiation	3
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3
MSED 6005	Foundations in Law and Ethics in Education	3
ARED 5600	Issues and Trends in Art Education	3
ARED 5610	Elementary Methods in Art Education	3
ARED 5612	Secondary Methods in Art Education	3
SPEC 7000	Serving Students with Diverse Needs	3
ARED 6009	Practical Research in Art Education	3
ARED 6020	Clinical Practice in Art Education	5
ARED 6021	Clinical Practice Seminar and Capstone	1
Select one of the following:		
EDUC 6008	Classroom Technology Integration	3
EDUC 6053	Classroom management	3
Total Hours Required for the Degree		36

[There are requirements in addition to the above that candidates must complete before being recommended for certification.](#)

[Students must hold a Pre-Service Certificate or other approved certificate as well as professional liability insurance prior to progressing into their second semester of the program.](#)

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

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

This program was developed by making comparisons with other MAT programs in the state of Georgia that are similar or aspirational. Then, the College of Education and the College of Arts worked together to evaluate curricula, remove redundancies, and design a program that meets all of the requirements of the relevant accreditation bodies .

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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


Assessment measures for evaluating the meeting of program learning outcomes for the EPP (Educator Preparation Program) include evaluations of teaching performance through CAPS (Candidate Assessment of Professional Standards), evaluation of the Impact on Learning research projects, personal reflections on learning, PBDA (Professional Behaviors and Dispositions Assessment) evaluation, Self- Efficacy Assessment, and other course assessments. SOIs will also be used to assess the effectiveness of courses.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Debbie Paine	DocuSigned by: <i>Deborah Paine</i> D665944FBC4C4...	3/4/2025 4:15 PM
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/5/2025 8:04 A
Dean/Director	David Slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/5/2025 8:04 AM
Graduate Executive Committee (for graduate course)	Becky da Cruz	DocuSigned by: <i>Becky da Cruz</i> 84AFF646370449F...	3/5/2025 9:33 AM
Graduate Dean (for graduate course)	Becky da Cruz	DocuSigned by: <i>Becky da Cruz</i> 84AFF646370449F...	3/5/2025 9:33 A
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	Teacher Education

	Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission: 08/15/2025																																																																																														
*Course/curriculum change, or addition originates with a faculty member or curriculum committee in the Academic Program.																																																																																																
College:	College of the Arts	Dept. Initiating Request:	08/14/25																																																																																													
Requestor's Name:	Chalise Ludlow	Requestor's Role:	Faculty																																																																																													
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>																																																																																														
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THEA 3720	Theatre Production	1	Select one of the following:		3
Select one of the following:		3	THEA 3760	Lighting Design	
THEA 3760	Lighting Design		or THEA 3765	Sound Design	
or THEA 3765	Sound Design		THEA 3765	Sound Design	
THEA 3765	Sound Design		THEA 3770	Costume Design	
THEA 3770	Costume Design		THEA 3780	Scene Design	
THEA 3780	Scene Design		THEA 3880	Theatre History I	3
THEA 3880	Theatre History I	3	THEA 3890	Theatre History II	3
THEA 3890	Theatre History II	3	THEA 4790	Theatre Portfolio and Resume Presentation	2
THEA 4790	Theatre Portfolio and Resume Presentation	2	DANC 1600	Fundamentals of Ballet	2
DANC 1600	Fundamentals of Ballet	2	or DANC 2800	Jazz Dance I	
or DANC 2800	Jazz Dance I		Guided electives within the major		6
Guided electives within the major		6			
Production Track			Production Track		
Code	Title	Hours	Code	Title	Hours
ART 1030	Three-Dimensional Design	3	ART 1030	Three-Dimensional Design	3
THEA 2840	Stage Management	3	THEA 2840	Stage Management	3
THEA 3300	Costume Construction	2	THEA 3300	Costume Construction	2
THEA 3725	Stage Management Practicum	1	THEA 3725	Stage Management Practicum	1
Select 5 hours from the following:		5	Select 5 hours from the following:		5
THEA 3720	Theatre Production		THEA 3720	Theatre Production	
THEA 3725	Stage Management Practicum		THEA 3725	Stage Management Practicum	
Select two of the following:		6	THEA 3785	Theatre Design Practicum	
THEA 3760	Lighting Design		Select two of the following:		6
THEA 3765	Sound Design		THEA 3760	Lighting Design	
THEA 3770	Costume Design		THEA 3765	Sound Design	
THEA 3780	Scene Design		THEA 3770	Costume Design	
THEA 3790	Computer-aided Drafting for the Theatre		THEA 3780	Scene Design	
or THEA 3795	Draping and Drafting for Costumes	2	THEA 3790	Computer-aided Drafting for the Theatre	
THEA 3755	Period Décor for Theatre		or THEA 3795	Draping and Drafting for Costumes	2
			THEA 3755	Period Décor for Theatre	
			THEA 3950	Fundamentals of Play Directing	3

THEA 3950	Fundamentals of Play Directing	3	THEA 4770	Scene Painting	3
THEA 4770	Scene Painting	3	Total Hours		3
Total Hours		3			31
		31			

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

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

THEA 3785 is the design practicum where students help produce productions at VSU. The design practicum dedicates the same amount of time to the space and collaborates on the same shows as THEA 3720. Both courses are designed to provide students with hands-on practical experience, which is the primary goal of these 5 credits in the curriculum.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form


• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Ian Andersen		10/10/2025
College/Division Executive Committee	Zhong Bei Lin		10/24/2025 4:39 PM E
Dean/Director	Nicole Cox		10/29/2025 7:56 PM E
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?

☐ No ☐ Yes

*Will this change impact another college/department?		X No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	College of the Arts	Department(s):	Comm Arts Theatre

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/12/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Christen Dillon	Requestor's Role:	Faculty
Check One Option:		<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	
		<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:		BA in Music, Education Track	
Current Catalog URL:		http://catalog.valdosta.edu/undergraduate/academic-programs/arts/music/ba-music/	
Present Requirements:		Proposed Requirements: (hover over for instructions)	
<p>The Bachelor of Arts degree with a major in music is a 120-hour liberal arts degree program. Students must meet all requirements established by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence. Students may select guided electives outside of music to develop a minor in another discipline.</p> <p>Selected Educational Outcomes</p> <ol style="list-style-type: none"> Candidates will demonstrate functional knowledge of the elements of music construction. Candidates will display conceptual understanding of the literature and historical development of music in Western civilization and of the function of music in world cultures. Candidates will exhibit broad interests in liberal arts or minor studies. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the liberal arts degree with a major in music. <p>Examples of Outcomes Assessments</p> <ol style="list-style-type: none"> Candidates will produce an in-depth analysis project or paper in which fundamental musical constructs are documented. 		<p>The Bachelor of Arts degree with a major in music is a 120-hour liberal arts degree program. Students must meet all requirements established by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence. Students may select guided electives outside of music to develop a minor in another discipline.</p> <p>Selected Educational Outcomes</p> <ol style="list-style-type: none"> Candidates will demonstrate functional knowledge of the elements of music construction. Candidates will display conceptual understanding of the literature and historical development of music in Western civilization and of the function of music in world cultures. Candidates will exhibit broad interests in liberal arts or minor studies. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the liberal arts degree with a major in music. <p>Examples of Outcomes Assessments</p> <ol style="list-style-type: none"> Candidates will produce an in-depth analysis project or paper in which fundamental musical constructs are documented. 	

2. Candidates will produce an in-depth paper that demonstrates conceptual understanding of music in Western civilization and/or of the function of music in world cultures.
3. Candidates will complete a capstone project under the guidance of music faculty as part of the recital. This project will take the form of written program notes.
4. Candidates will demonstrate performance skill through the jury process (a prepared performance adjudicated by a panel every semester), a performance barrier (after 4 semesters of applied instruction) that leads to upper division applied study, and a senior recital of not less than 20 minutes.

Requirements for the Bachelor of Arts Degree with a Major in Music

Course List

Code	Title	Hours
Core Curriculum		60
Core Curriculum, Areas A-E (See VSU Core Curriculum)		42
Students pursuing the Bachelor of Arts degree with a major in music should take MUSC 1100 in Area C.		
Core Curriculum Area F		
MUSC 1011	Music Theory I	3
MUSC 1012	Music Theory II	3
MUSC 1051	Aural Skills I	1
MUSC 1052	Aural Skills II	1
MUSC 2131	Class Piano I	1
MUSC 2132	Class Piano II	1
MUSC 1_20 or MUSC 2_20 Principal Applied Music		8
Senior College Curriculum		60
Upper Level Courses in Music		
MUSC 2011	Music Theory III	3
MUSC 2012	Music Theory IV	3
MUSC 2051	Aural Skills III	1
MUSC 2052	Aural Skills IV	1
Principal Ensemble: one or a combination of the following ensembles (see Principal Ensemble Requirement):		8
MUSC 3810	Chamber Singers	
MUSC 3820	Concert Choir	
MUSC 3850	Concert Band	
MUSC 3860	Orchestra	
MUSC 3861	String Ensemble	

2. Candidates will produce an in-depth paper that demonstrates conceptual understanding of music in Western civilization and/or of the function of music in world cultures.
3. Candidates will complete a capstone project under the guidance of music faculty as part of the recital. This project will take the form of written program notes.
4. Candidates will demonstrate performance skill through the jury process (a prepared performance adjudicated by a panel every semester), a performance barrier (after 4 semesters of applied instruction) that leads to upper division applied study, and a senior recital of not less than 20 minutes.

Requirements for the Bachelor of Arts Degree with a Major in Music

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MUSC 2132	Class Piano II	1
MUSC 1_20 or MUSC 2_20 Principal Applied Music		8
Senior College Curriculum		60
Upper Level Courses in Music		
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MUSC 2012	Music Theory IV	3
MUSC 2051	Aural Skills III	1
MUSC 2052	Aural Skills IV	1
Principal Ensemble: one or a combination of the following ensembles (see Principal Ensemble Requirement):		8
MUSC 3810	Chamber Singers	
MUSC 3820	Concert Choir	
MUSC 3850	Concert Band	
MUSC 3860	Orchestra	
MUSC 3861	String Ensemble	
MUSC 3870	Jazz Ensemble	

MUSC 3870	Jazz Ensemble	
MUSC 3880	Marching Band	
MUSC 4850	Wind Ensemble	
MUSC 3896	Piano Ensemble	
MUSC 3_20 or MUSC 4_20 Additional Applied Music		8
MUSC 4451	History of Music to 1750	3
MUSC 4452	History of Music since 1750	3
MUSC 1016	An Introduction to Computer Applications in Music	1
Music Electives		3
MUSC 1001	Professional Orientation and Seminar for Music Majors	0
Foreign Language ¹		6
Select one of the tracks listed below ²		20
General Track		
Education Track		
Jazz track		
Total hours required for the degree		120

General Track

Course List

Code	Title	Hours
Upper Division electives or Minor ²		20

Education Track

Course List

Code	Title	Hours
MUE 3000	Music Teaching	2
MUSC 3650	Introduction to Conducting	1
MUE 3660	Intermediate Conducting	2
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 3131	Class Piano III	1
MUSC 3132	Class Piano IV	1
Music Guided Electives		2
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
PSYC 3110	Educational Psychology	3
SPEC 3000	Serving Students with Diverse Needs	3

MUSC 3880	Marching Band	
MUSC 4850	Wind Ensemble	
MUSC 3896	Piano Ensemble	
MUSC 3_20 or MUSC 4_20 Additional Applied Music		8
MUSC 4451	History of Music to 1750	3
MUSC 4452	History of Music since 1750	3
MUSC 1016	An Introduction to Computer Applications in Music	1
Music Electives		3
MUSC 1001	Professional Orientation and Seminar for Music Majors	0
Foreign Language ¹		6
Select one of the tracks listed below ²		20
General Track		
Education Track		
Jazz track		
Total hours required for the degree		120

General Track

Course List

Code	Title	Hours
Upper Division electives or Minor ²		20

Education Track

Course List

Code	Title	Hours
MUE 1000	Introduction to Classroom Instruments	1
MUE 2700	Brass Methods	1
MUE 2710	Woodwind Methods	1
MUE 3720	String Methods	1
MUE 3750	Vocal Methods	1
MUE 3730	Percussion Methods	1
MUE 3000	Music Teaching	2
MUSC 3650	Introduction to Conducting	1
MUE 3660	Intermediate Conducting	2
MUSC 3100	Arranging for Band, Chorus, and Orchestra	2
MUSC 3131	Class Piano III	1
MUSC 3132	Class Piano IV	1
MUSC 4760	Jazz Pedagogy	2

Total Hours	20	MUE 4900	Serving Students with Special Needs in Music	3
Jazz Track		<i>Music Guided Electives</i>		<i>2</i>
Course List		<i>EDUC 2120</i>	<i>Exploring Socio-Cultural Perspectives on Diversity</i>	<i>3</i>
Code	Title	Hours		
MUSC 1171	Theoretical Foundations of Jazz Improvisation I	1	<i>PSYC 3110</i>	<i>Educational Psychology</i>
MUSC 1172	Theoretical Foundations of Jazz Improvisations II	1	<i>SPEC 3000</i>	<i>Serving Students with Diverse Needs</i>
Upper Division Electives ²		18	Total Hours	20
Total Hours	20		Jazz Track	
¹			Course List	
See University Foreign Language Requirements			Code	Title
²				Hours
Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.			MUSC 1171	Theoretical Foundations of Jazz Improvisation I
			MUSC 1172	Theoretical Foundations of Jazz Improvisations II
			Upper Division Electives ²	18
			Total Hours	20
			¹	
			See University Foreign Language Requirements	
			²	
			Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.	

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

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

The BA in Music, Education Track is an undergraduate degree program that prepares future music educators and is meant to be accompanied by a 5th year MAT in Music Education leading to music teacher certification. Currently, there isn't much delineation between the BA in Music, General Track and the BA in Music, Education Track except for courses taken outside of the music department. To better align with current best practices in the field and to improve student outcomes, courses added to the BA in Music, Education Track curriculum serve a dual purpose: to establish a "music education" identity in our undergraduate population, and to better prepare students for the current needs in the field of music education and teaching.

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

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

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




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


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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Laurel Yu		10/27/2025 10:03 AM
College/Division Executive Committee	Zhong Bei Lin		10/27/2025 10:16 AM
Dean/Director	Nicole Cox		10/29/2025 8:00 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 08/12/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Christen Dillon	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MUE	NEW Course Number: <i>(Consult #s in the catalog)</i>	1000
Proposed NEW Course Title:	Introduction to Classroom Instruments		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Intro to Classroom Instruments		
Prerequisite(s):	N/A		
Lecture Hours:	1	Lab/Contact Hours:	0
		Credit Hours:	1
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> Techniques and pedagogy for incorporating traditional and non-traditional classroom instruments as a vehicle for teaching music.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
In redesigning the BA in Music Education Track, a major goal is to ensure that students identify as a music education major, not as a BA in Music general major. Within the redesign of the program, this course serves as a freshmen-level introduction to music education using traditional and non-traditional classroom instruments as a vehicle for instruction. Currently, the only music education course for undergraduates in the music department is MUE 3000, traditionally taken Spring of the sophomore year. The purpose of creating this course is to allow BA Music Ed Track majors to find success early in their program while also learning basic music education pedagogy and creating community within the program.			

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Laurel Yu	DocuSigned by: 86806EBBE4D2463	10/27/2025 10:02 A
College/Division Executive Committee	Zhong Bei Lin	Signed by: AE9096DAAC5C454... DocuSigned by:	10/27/2025 10:15 A
Dean/Director	Nicole Cox	 4CB1115DCFC2464...	10/29/2025 8:01 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

61

Syllabus for MUE 1000

Introduction to Classroom Instruments

Catalog Course Description:

MUE 1000 Introduction to Classroom Instruments. Techniques and pedagogy for incorporating traditional and non-traditional classroom instruments as a vehicle for teaching music.

Texts and Course Materials:

Wish, D., Heimbauer, G., Speicher, C., Flora, J., DiMasso, A., Zellner, R., & Danielsson, S. (2018). *Music as A Second Language & The Modern Band Movement*. Available for download at <http://jamzone.littlekidsrock.org/teachers/teacher-manual/>

Yamaha, Harmony, or Aulos Soprano Recorder (required by week 6)

Student Learning Outcomes:

Upon successful completion of MUS 116, students will be able to:

- a) Perform with accurate technique on the guitar, ukulele, recorder, and Orff instrumentarium. (performance exams)
- b) Execute pedagogy appropriate to incorporating classroom instruments in a teaching setting. (teaching samples)
- c) Have a basic understanding of instrument care and acquisition. (final)
- d) Find solutions for common problems associated with using instruments in the classroom.

Course Requirements

This course will utilize playing exams on each instrument, group performance projects, peer teaching assignments, written quizzes, and a final exam.

Evaluation Methods

Evaluation Criteria

Quizzes (4)	20%
Playing Exams (4)	40%
Peer Teaching	15%


Group Performance Project	15%
Final Exam	10%

Student Progress:

Progress reports and a midterm report will be given during the first eight weeks of classes. Students will be able to check their grades and progress in the course through the class blackboard site at learn.eku.edu.

Course Outline:

Week Num	Topic	Notes
Week 1	Ukulele – introduction	Distribute Ukes / purchase recorder
Week 2	Ukulele – care & maintenance	
Week 3	Ukulele – performance techniques	
Week 4	Barred Instruments – Intro.	Ukulele quiz & performance exam
Week 5	Barred instruments – pedagogy	
Week 6	Barred instruments – care & maintenance	
Week 7	Recorder – intro.	Barred instruments quiz & performance exam
Week 8	Recorder – performance techniques	
Week 9	Recorder – care & maintenance	
Week 10	Guitar – Introduction	Recorder quiz & performance exam
Week 11	Guitar – pedagogy	
Week 12	Guitar – care & maintenance	
Week 13	Peer Teaching – Introduction	Guitar quiz & performance exam
Week 14	Group Performance Projects	
Week 15	Peer Teaching	
Week 16	Final Exam	
Final Exam: Date, Time, Location		

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 08/12/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Christen Dillon	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MUE	NEW Course Number: <i>(Consult #s in the catalog)</i>	4900
Proposed NEW Course Title:	Serving Students with Special Needs in the Music Classroom		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Serving Students with Special Needs in the Music Classroom		
Prerequisite(s):	Prerequisite: MUE 3000		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
<p>Prerequisite: MUE 3000. Introduction to major issues in the field of special education as it relates to the music classroom. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their musical potential.</p>			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
<p>In redesigning the BA in Music Education Track, a major goal is to ensure that students identify as a music education major, not as a BA in Music general major. Within the redesign of the program, this course serves as an introduction to serving students with special needs in the music classroom. The MUE 4900 course will focus on identifying and learning to implement accommodations and modifications to the music curriculum to ensure all students are successful. This course will also address content found in the new GACE Literacy exam that is required by all teachers to receive certification. This is the only course in the BA Music Ed Track that is required by the GaPSC as a prerequisite to teacher certification once students enter the MAT in Music Education program at VSU.</p>			

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ******Valdosta State University – NEW COURSE Form**• **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Laurel Yu	DocuSigned by: <i>Laurel Yu</i> 86806EBBE4D2463...	10/27/2025 10:03 AM
College/Division Executive Committee	Zhong Bei Lin	Signed by: <i>Zhong Bei Lin</i> 86806EBBE4D2463...	10/27/2025 10:15 AM
Dean/Director	Nicole Cox	Signed by: <i>Nicole B. Cox</i> 86806EBBE4D2463...	10/29/2025 8:01 PM
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

VALDOSTA STATE UNIVERSITY

School of Music

MUE 4900 Serving Students with Special Needs in the Music Classroom

Spring 2025

MUE 4900
3 Credit Hours
Online by appointment

Instructor: Dr. Chris Dillon
Phone: N/A
cdillon@valdosta.edu

Course Description: Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

The Georgia Professional Standards Commission (www.gapsc.com) is now requiring all Music Education Majors and teacher candidates to make a "B" or better in this course. Any other grade will require candidates to take the MUE 4900 course again.

Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards:

Performance Standard 1: Professional Knowledge: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.

Performance Standard 3: Instructional Strategies: The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Standard 4: Differentiated Instruction: The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 5: Assessment Strategies: The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6: Assessment Uses: The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders.

Performance Standard 7: Positive Learning Environment: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Standard 8: Academically Challenging Environment: The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Standard 9: Professionalism: The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

Performance Standard 10: Communication: The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

COURSE OBJECTIVES

The teacher candidate will:

1. Define legal and ethical issues in definition and identification procedures of students with exceptional learning needs, including individuals from culturally and/or linguistically diverse backgrounds, including identification criteria, labeling issues, current incidence and prevalence figures. (GACAPS 1, 4, 6, 7, 8, 9, 10)
2. Compare and contrast current and historical perspectives of variations in beliefs, traditions, and values across cultures within society and the effects of these relationships among children, families, and schools. (GACAPS 1, 3, 4, 9, 10)
3. Identify similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs. (GACAPS 1, 2, 3, 4, 6, 7, 8, 9, 10)
4. Identify differential characteristics of individuals with exceptionalities, including levels of support related to their needs. (GACAPS 1, 2, 3, 4, 9, 10)

5. Identify the effects exceptional condition(s) may have on an individual's life and the educational and vocational implications of characteristics of various exceptionalities. (GACAPS 1, 3, 4, 9, 10)
6. Identify the characteristics and effects of the environmental milieu of the child and the family as related to individuals with exceptionalities. (GACAPS 1, 3, 4, 5, 7, 8, 9, 10)
7. Identify and compare instructional methods and strategies to provide access to the general curriculum, including the embedding of functional skills. (GACAPS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
8. Identify and discuss the development, planning, and implementation of individualized programs from birth through postsecondary transition in collaboration with individuals with exceptionalities, families, and school and community personnel. (GACAPS 1,2, 3, 4, 5, 6, 7, 8, 9, 10)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

LATE WORK

For this course, all work must be submitted on or before assigned due dates/times via Blazeview Assignment dropboxes, unless otherwise noted. Late work will not be accepted without penalty unless there is a case of serious illness, accident, death or an emergency that falls within the attendance policy above. Remember that any such absence and late work submission must be documented and verified and communicated to the professor **PRIOR** to absence/due date. All assignments are due at the time listed on the due date. **Assignments turned in AFTER THE DUE DATE/TIME will not receive full credit.** This policy applies to participation and all products of learning and will be strictly enforced.

Student Substitute – If a student is absent from class, it is the student's responsibility to get their "substitute" to get class handouts or notes for that day.

Proposed: COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

General Requirements:

- Attendance to all in-class sessions is expected. Attendance will be taken at each class meeting.
- Students will use BlazeVIEW to submit Quizzes and Dropbox Assignments. A BlazeVIEW Student Guide is available as a module in course materials.
- Activities: Students are expected to participate in class discussions and complete all assignments by the indicated due dates.
- Documentation of illness or emergency conditions is required for excused absences.

- Each **student is responsible** for all information in the course syllabus.

Assignments:

Preparation/Participation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities.

Quizzes: Students will complete fifteen, online open-book quizzes covering designated chapters in the textbook. Detailed instructions will be provided to facilitate successful completion of this assignment.

BlazeView Assignments: Students will complete the assignments during the designated weeks and submit those into Blazeview assignments provided.

Final Project:

This is an experiential activity and takes the place of a Final exam.



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Bachelor of Science in Health Sciences		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-health-sciences/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Selected Educational Outcomes:</p> <p>Students who graduate with a B.S.H.S. degree will be able to demonstrate, in professional healthcare settings, knowledge of:</p> <ol style="list-style-type: none">documentation, terminology, and coding, evidence-based practice, and professionalism, communication, and cultural competence.kinesiology, nutrition, musculoskeletal evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.current issues and trends, law and ethical issues, and psychosocial issues in healthcare.	<p>Selected Educational Outcomes:</p> <p>Students who graduate with a BSHS Bachelor of Science in Health Sciences degree will be able to <i>demonstrate, in professional healthcare settings, knowledge of:</i></p> <ol style="list-style-type: none"><i>documentation, terminology, and coding, evidence-based practice, and professionalism, communication, and cultural competence.</i><i>kinesiology, nutrition, musculoskeletal evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.</i><i>current issues and trends, law and ethical issues, and psychosocial issues in healthcare.</i> <ol style="list-style-type: none">1. Apply knowledge of human anatomy, physiology, and pathophysiology to identify health problems, diseases and the role of healthcare professionals in addressing health and wellness.2. Design, implement, and evaluate programs and initiatives (e.g., wellness programs, public education campaigns, exercise plans) to improve health.3. Demonstrate knowledge of current trends and issues that affect healthcare access and individual/community health outcomes.

4. [Practice evidence-based approaches to solve problems in health promotion, disease prevention, and health care delivery.](#)
5. [Analyze key legal, ethical, and regulatory issues relevant to health care delivery, health data, and public health programs.](#)

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

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

Through a process of IEP and IER reporting we have found that our learning outcomes needed to change. Along with the needed change for these reports to assess program outcomes, we are seeking a change to the curriculum, and these learning outcomes will better reflect new course and new course content. Additionally, data from the US Bureau of Labor Statistics along with conversations with active clinical practitioners helped identify gaps in our current curriculum and learning outcomes.

Prior to these changes, the program offered a variety of courses that provided content that was too specific and often was not useful for student pursuing other career fields. For example, courses that future physical therapists would use were not all that useful to individuals intending to pursue nursing as a second degree.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Exams, assignments, and experiential learning activities across several courses will be used to assess the new learning outcomes for the program. The program has an expanded learning outcomes document that demonstrates how these learning outcomes fit throughout the curriculum.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	M.J. Kasper	9-22-25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Mitchell Rutter	Mitchell Rutter	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	
*Will this change impact another college/department?		X No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

10/3/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Nursing
Requestor's Name:	Lois Bellflowers	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2025
Degree/Program Name:	Bachelor of Science in Nursing		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-nursing/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Admission Requirements</p> <p>Students interested in pursuing a Bachelor of Science in Nursing should declare this as their major. Minimum requirements to be considered for admission to the program are:</p> <ol style="list-style-type: none">1. a declared major in Nursing;2. completion of all Core IMPACTS courses as it pertains to the Nursing curriculum;3. a 2.80 cumulative, overall GPA and a 3.0 Nursing GPA using the highest grade earned in courses in Writing, STEM, and Field of Study Courses;4. a grade of C or better in all Writing, STEM and Field of Study courses, including lab sections; and5. a minimum of 75 on each of the five tested areas of the HESI exam (Reading Comprehension, Grammar, Vocabulary, Math, and Anatomy). <p>Program Objectives</p> <p>Upon completion of the baccalaureate nursing program in the College of Nursing and Health Sciences at Valdosta State University, the graduate will be able to:</p>		<p>Admission Requirements</p> <p>Students interested in pursuing a Bachelor of Science in Nursing should declare this as their major. Minimum requirements to be considered for admission to the program are:</p> <ol style="list-style-type: none">1. a declared major in Nursing;2. completion of all Core IMPACTS courses as it pertains to the Nursing curriculum;3. a 2.80 cumulative, overall GPA and a 3.0 Nursing GPA using the highest grade earned in courses in Writing, STEM, and Field of Study Courses;4. a grade of C or better in all Writing, STEM and Field of Study courses, including lab sections; and5. a minimum of 75 on each of the five tested areas of the HESI exam (Reading Comprehension, Grammar, Vocabulary, Math, and Anatomy). <p>Program <u>Outcomes</u></p> <p>Upon completion of the baccalaureate nursing program in the College of Nursing and Health Sciences at Valdosta State University, the graduate will be able to:</p>	

1. Synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and populations throughout the lifespan.
2. Coordinate with other health care professionals to assess, plan, implement, and evaluate safe, effective care.
3. Deliver holistic care using critical thinking, sound decision-making, and effective communication.
4. Integrate evidence from research and nursing practice to plan, implement, and evaluate nursing care.
5. Apply leadership and current management principles as a novice professional nurse in the effective delivery of health care.
6. Integrate professional standards and ethical principles into nursing practice
7. Promote health for individuals, families, and populations throughout the lifespan incorporating teaching/learning principles.
8. Demonstrate knowledge and awareness of trends and issues that affect health, access to health care, advocacy, and human dignity.
9. Advocate for persons, groups, and populations throughout the lifespan based on awareness of issues and trends that affect health.
10. Integrate technology in planning, delivery, and evaluation of nursing care.

Program Outcome 1: Knowledge for Nursing Practice
Integrate and apply established and evolving nursing knowledge, informed by the liberal arts, natural sciences, social sciences, and other disciplines to support clinical judgment, drive innovation, and distinguish professional nursing practice in diverse healthcare settings.

Program Outcome 2: Person-Centered Care
Provide holistic, compassionate, and individualized care that respects the unique needs, values, and preferences of individuals across the lifespan while delivering care that is just, developmentally appropriate, and evidence-based, while effectively coordinating with families and other support systems within complex and diverse contexts.

Program Outcome 3: Population Health
Engage in collaborative, evidence-informed strategies to promote and improve equitable health outcomes across diverse populations to contribute to population health initiatives that span prevention to disease management by partnering with communities, public health organizations, healthcare systems, and other interdisciplinary stakeholders.

Program Outcome 4: Scholarship for the Nursing Discipline
Engage in the generation, synthesis, translation, and application of nursing knowledge to enhance health outcomes and transform healthcare delivery to contribute to the advancement of the nursing discipline through inquiry, evidence-based practice, and the dissemination of knowledge to diverse audiences.

Program Outcome 5: Quality and Safety
Apply established and emerging principles of safety and improvement science to enhance the quality of care and reduce harm while demonstrating accountability for both system effectiveness and individual performance, promoting a culture of safety and continuous quality improvement in diverse healthcare settings.

Program Outcome 6: Interprofessional Partnerships
Engage in intentional collaboration with healthcare professionals, patients, families,

communities, and other stakeholders to optimize care delivery, enhance the healthcare experience, and improve health outcomes through effective teamwork and communication.

Program Outcome 7: Systems-Based Practice
Demonstrate the ability to respond to and lead within complex healthcare systems by coordinating resources efficiently and advocating for safe, high-quality, and equitable care for diverse populations across various healthcare settings.

Program Outcome 8: Informatics and Healthcare Technologies
Effectively use information and communication technologies, along with informatics processes, to support clinical decision-making, enhance care delivery, and improve health outcomes while applying best practices and professional standards to manage data, promote safety, and ensure high-quality, efficient, and evidence-based healthcare.

Program Outcome 9: Professionalism
Cultivate a sustainable professional nursing identity characterized by accountability, ethical practice, and a collaborative disposition by demonstrating the values and characteristics of nursing through behavior, communication, and commitment to lifelong learning and professional growth.

Program Outcome 10: Personal, Professional, and Leadership Development
Engage in self-reflection and activities that promote personal health, resilience, and well-being, while fostering lifelong learning and actively develop nursing expertise and demonstrate leadership through the application of acquired knowledge and skills in diverse healthcare settings

Prelicensure Accelerated BSN Admission Criteria (ABSN):

Currently, the catalog does not specify any admission criteria for the Prelicensure Accelerated Bachelor of Science in Nursing (ABSN) track. However, the current requirements for that track are:

<p>1. All criteria under Pre-Licensure Traditional BSN Admission Criteria must be met for admission to the ABSN program.</p> <p>2. Applicants to the ABSN program must have completed a bachelor's degree in another area</p>	<p><u>1. All criteria under Pre-Licensure Traditional BSN Admission Criteria must be met for admission to the ABSN program.</u></p> <p><u>2. Applicants to the ABSN program must have completed a bachelor's degree in another area</u></p> <p><u>3. Special Criteria for military or healthcare professionals includes applicants with any of the following criteria and meeting all requirements under Pre-Licensure Traditional BSN Admission Criteria:</u></p> <p><u>a. Military/Medical Experience</u></p> <ul style="list-style-type: none"> <u>served as a military medic (e.g., Army medic, Navy corpsman, Air Force flight medic)</u> <p><u>OR</u></p> <ul style="list-style-type: none"> <u>Honorable discharge or current military service (active, reserve, or guard).</u> <p><u>b. Healthcare Work Experience</u></p> <ul style="list-style-type: none"> <u>At least 2 years of certified/licensed healthcare experience (for example, but not limited to Respiratory Therapist, Radiology Technician, EMT, paramedic, LPN) within most recent 5 years</u>
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Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>	
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field	<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –the change to the admission criteria for the ABSN program has come from a system charge to increase enrollment and is based on internal data that demonstrates increased student success of students having prior healthcare and/or military experience.

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Andrea Paige Kispin	<i>Andrea Paige Kispin</i>	10/3/25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	10/3/25
Dean/Director	Michelle Ritter	<i>Michelle Ritter</i>	10/3/25
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)		
	<input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Bachelor of Science in Health Sciences		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-health-sciences/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
HSHS 3000 Introduction to Healthcare Professional Practice HSHS 3100 Kinesiology HSHS 3300 Health Assessment and Promotion HSHS 3350 Medical Disease and Illness HSHS 3600 Medical and Healthcare Terminology HSHS 3700 Principles of Pharmacology and Diagnostic Testing HSHS 3800 Evidence Based Practice in Healthcare HSHS 3900 Current Trends and Issues in Healthcare HSHS 4050 Principles in Musculoskeletal Examination HSHS 4100 Fitness and Strength and Conditioning Techniques HSHS 4300 Professionalism and Healthcare HSHS 4500 Communication and Cultural Competence in Healthcare HSHS 4650 Exercise Programming HSHS 4800 Principles of Therapeutic Intervention HCAD 4000 Legal and Ethical Issues in Healthcare Administration HSEP 3360 Chronic Disease Epidemiology NUTR 3100 Applied Nutritional Sciences or NUTR 3300 Nutrition, Fitness, and Health Concentrated Electives (9 hours)	HSHS 3000 Introduction to Healthcare Professional Practice (3 hours) <i>HSHS 3100 Kinesiology</i> HSHS 3200 Integrative Pathophysiology I (3 hours) HSHS 3300 Health Assessment and Promotion (3 hours) <i>HSHS 3350 Medical Disease and Illness</i> HSHS 3250 Integrative Pathophysiology II (3 hours) HSHS 3400 Mental Health and Wellness (3 hours) HSHS 3500 Physical Activity and Health (3 hours) HSHS 3600 Medical and Healthcare Terminology (3 hours) <i>HSHS 3700 Principles of Pharmacology and Diagnostic Testing</i> HSHS 3800 Evidence Based Practice in Healthcare (3 hours) HSHS 3850 Foundations in Epidemiology (3 hours) HSHS 3900 Current Trends and Issues in Healthcare (3 hours) <i>HSHS 4050 Principles in Musculoskeletal Examination</i> <i>HSHS 4100 Fitness and Strength and Conditioning Techniques</i> HSHS 4200 Survey of US Healthcare Systems and Policy (3 hours) HSHS 4300 Professionalism and Healthcare (3 hours) HSHS 4400 Ethical Issues in Healthcare (3 hours) HSHS 4450 Community and Public Health (3 hours)

HSHS 4500 Communication and Cultural Competence in Healthcare (3 hours)

HSHS 4650 Exercise Programming

[HSHS 4700 Healthcare Information Systems](#) (3 hours)

HSHS 4800 Principles of Therapeutic Intervention

HCAD 4000 Legal and Ethical Issues in Healthcare Administration

HSEP 3360 Chronic Disease Epidemiology

NUTR 3100 Applied Nutritional Sciences (3 hours) *or*

NUTR 3300 Nutrition, Fitness, and Health

[Guided Concentrated](#) Electives³ (9 hours)

[Guided Electives include but are not limited to the following:](#)

- [BIOL 1010/1020L Introduction to Biology I and Biodiversity Lab](#) (4 hours)
- [BIOL 1030/1040L Introduction to Biology: Organismal Biology and Organismal Biology Lab](#)
- [PHYS 1111K Introductory Physics I](#) (4 hours)
- [PHYS 1112K Introductory Physics II](#) (4 hours)
- [PHYS 2211K Principles of Physics I](#) (4 hours)
- [PHYS 2212K Principles of Physics II](#) (4 hours)
- [CHEM 1211K Principles of Chemistry I](#) (4 hours)
- [CHEM 1212K Principles of Chemistry II](#) (4 hours)
- [BIOL 2260K Foundations of Microbiology](#) (4 hours)
- [PSYC 2103 Introduction to Human Development](#) (3 hours)
- [PSYC 3300 Introduction to Behavior Modifications](#) (3 hours)
- [PSYC 3400 Abnormal Psychology](#) (3 hours)
- [MATH 1401 Elementary Statistics](#) (3 hours)
- [NURS 2700 Pathophysiology](#)
- [HSEP 3430 Structural Kinesiology](#) (3 hours)
- [HSEP 3420 Exercise Physiology](#) (3 hours)
- [HSEP 3650 Applied Exercise Musculoskeletal Interventions](#) (3 hours)

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

X Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

X Adopting current best practice(s) in field

☐ Other –

After a survey of other health sciences programs and emerging trends in healthcare, it was important to update the curriculum for Health Sciences. This degree is meant to provide a broad knowledge of healthcare to students pursuing a variety of future healthcare career fields that require advanced degrees. Additionally, this

program has served as way to graduate students who intend on going into nursing to give them an opportunity to pursue nursing as a second degree. While most of the course content was in line with the growing needs in healthcare, there were gaps where our program was not filling the current knowledge and skills that students need in the workforce. After reviewing US Bureau of Labor Statistics and conversations with active clinical practitioners, we are seeking changes to the program as well as updating our Student Learning Outcomes to address the current needs of the workforce.

We also want to add guided elective courses so that it will help central advising as they assist students in selecting courses that will work towards the student's future career path. It also gives students some structure when selecting electives.

This will not change the number of hours in the major. It remains at 60 hours of major coursework.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

The program will utilize student surveys in their senior year and alumni surveys to determine whether curricular changes have been useful for the student's advanced degree studies or in their chosen career field. WE will continue to be advised by active clinical practitioners regarding the knowledge and skills required in the healthcare setting. In addition, we will use assessments from courses to gauge whether students are meeting program learning objectives.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>MJ Kasper</i>	10-7-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	10/07/25
Dean/Director	Michelle Ritter	<i>Michelle Ritter</i>	10/8/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Business Administration	Department(s):	Accounting



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSHS	NEW Course Number: <i>(Consult #s in the catalog)</i>	3200
Proposed NEW Course Title:	Integrative Pathophysiology I		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Integrative Pathophys I		
Prerequisite(s):	Prerequisites: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3000, HSHS 3600, and HSHS 4200.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisites: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3000, HSHS 3600, and HSHS 4200. This course provides an integrative study of the pathophysiological processes that affect the cardiovascular, respiratory, digestive, endocrine, and urinary systems of the human body. Emphasis is placed on the disruption of normal physiological functions due to disease or injury, and how these disruptions manifest clinically.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

This course will help students better understand advanced anatomy and physiology, the pathology behind disease as well as survey a variety of medical diseases. This course will replace our current HSHS 3350 (Medical Disease and Illness). The content of HSHS 3350 is much too specific as it is targeted for students seeking a career as a nurse, physician assistant, or physician. The intent of our program is to prepare students in the healthcare field from a broad perspective regarding the anatomy, physiology, and conditions associated with the musculoskeletal and neurological systems. This course will focus on systems of the body except for the musculoskeletal and neurological systems which is included in the new course HSHS 3250 (Integrative Pathophysiology II).

We have noted over the period of several years that students continue to struggle with the most basic content from anatomy and physiology, and we hope this course will assist in bridging that knowledge gap. This knowledge gap has contributed to the inability of students to understand and critically think about the content from HSHS 3350. In addition, we have seen an increase in students taking Anatomy and Physiology at other institutions where they may not be experiencing the rigor required of the courses in our major. This course will allow us to revisit that content, expand the breadth and depth of content, as well as integrate the most common medical diseases that were taught in HSHS 3350.

Additionally, it will address program outcomes associated with:

1. Apply knowledge of human anatomy, physiology, and pathophysiology to identify health problems, diseases, and the role of healthcare professionals in addressing health and wellness.
2. Collect, interpret, and apply health-related data to identify needs and recommend improvements in population health.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J KASPER	<i>M J Kasper</i>	9/22/25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle R. Hill	<i>Michelle R Hill</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

HSHS 3200: Integrative Pathophysiology I
Semester:
3 Semester Hours
College of Nursing and Health Sciences
School of Health Sciences
Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) **WITH** a webcam for testing purposes.
 - Exam testing for this course requires the student to have a laptop or tablet with **Respondus LockDown** browser downloaded and potentially utilize Webcam monitoring (**in the event it is necessary to utilize the webcam**).
 - Quizzes given can be completed using a tablet or laptop.
- **Online resource:** Gould, B.E. and Dyer, R. M. (2011) Pathophysiology for the Health Professions. St. Louis, Missouri: Saunders Elsevier. This free resource can be found at <http://repository.stikesrspadgs.ac.id/103/1/Pathophysiology%20for%20the%20Health%20Professions-737hlm.pdf> .
- **BlazeVIEW** is used to access course materials, including a course schedule.
- To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.
- IT provides a list of recommended technologies at: <https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).

COURSE DESCRIPTION

This course provides an integrative study of the pathophysiological processes that affect the major systems of the human body, including the cardiovascular, respiratory, renal, gastrointestinal, endocrine, hematologic, and integumentary systems. Emphasis is placed on the disruption of normal physiological functions due to disease, injury, or genetic abnormalities, and how these disruptions manifest clinically. Students will explore the etiology, progression, and clinical manifestations of a wide range of common and complex conditions.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Explain the normal physiological functions of major body systems, including cardiovascular, respiratory, renal, gastrointestinal, endocrine, hematologic, and integumentary systems.
2. Describe the cellular and systemic mechanisms underlying pathological changes in various diseases affecting each body system.
3. Identify the etiology, risk factors, and progression of common acute and chronic diseases across multiple organ systems.
4. Correlate clinical signs, symptoms, and diagnostic findings with specific pathophysiological processes.
5. Analyze how disruptions in one body system can affect the function of other systems (e.g., multisystem failure, compensatory mechanisms).
6. Discuss current and emerging therapeutic strategies in relation to the underlying disease mechanisms.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Lecture
2. Exams: There are multiple exams as well as a comprehensive final exam
3. Quizzes (in BlazeView)
4. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL** course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading "Getting Started". From the landing page, select "Calculate Your Course Grade".

COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. University attendance

policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for the class. If the University or the USC deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student's responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

Missed Quiz Policy: Missed quizzes will not be reopened and cannot be made up. If you miss a quiz, you will receive a zero for that quiz.

Exams Policy: Exams must be taken in the testing window provided for the exam. Students must enter the exam prior to the exam window closing. The exam window closes 10 minutes after the beginning of class. For example, an 8 am exam closes at 8:15 am. This means that BlazeVIEW closes the exam at 8:15:00 am. Students must be in the exam (put in password and have questions open by 8:14:59). Students who cannot access the exam within the testing window must follow the missed exam policy. Students must follow the exams protocol (see BlazeVIEW). Failure to follow the exams protocol will result in a zero (0) for the exam or an F for the course.

Missed Exams Policy: The student must contact the instructor immediately upon missing an exam. Makeup exams must be taken in the Office of Testing, which is located in the University Center, Room 4167. Makeup exam will be taken with a laptop computer using Respondus Lockdown Browser. **The format of the exam is at the discretion of the instructor; the format will not exactly duplicate the original exam provided.** To make an appointment in the Office of Testing for the makeup exam use the following link: <https://www2.registerblast.com/valdosta/Exam/List>.

Final Exam Policy: University policy states that "A copy of the final examination schedule is included as a part of each semester's published Registration Guide and on the Registrar's Office website. Each faculty member is required to use the specified schedule for final examinations and assessment." **Therefore, the student's only option if they cannot complete the final at the scheduled time is to complete a request for a grade of incomplete with the Office of the Registrar.** This form can be located at; <https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf>.

Missing Grades: **ALL** makeup assignments and exams **MUST** be submitted prior to the last day of classes for the semester at 11:59 pm. Assignments submitted after noon on the last day of classes will not be considered for grading nor count toward the students' final grade for the course.

Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. ****Schedule is tentative and may be subject to change.***

Week 1-3: Unit 1

Week 4-7: Unit 2

Week 8: Escape Room activity

Week 9-12: Unit 3

STUDENT OPINION OF INSTRUCTION

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

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NONDISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

ACADEMIC INTEGRITY

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

VSU's Academic Student Conduct Code states that "no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own." Content generated by

an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

It is the instructor's prerogative to apply an academic (grade) sanction. For a potential disciplinary sanction, the instructor will submit an Academic Integrity Report (AIR) online to the Student Conduct Office. This report remains on file; if a second report is filed on the same student, then that student may face disciplinary action through the Student Conduct Office.

CLASSROOM DEMEANOR AND CONDUCT

In addition to the VSU Student Handbook, the instructor expects that students...

- Arrive early to class and be prepared.
- Attend class every day AND be engaged in class (participate in discussions, answer questions posed by the instructor).
- Listen attentively.
- Ask questions as needed in class.
- AVOID distractions.
 - TURN OFF your phone during class. If you are expecting an emergency phone call, place it on silent and quietly step out of class if needed to answer.
 - Avoid side conversations in class.
- Take notes. PowerPoints are provided in BlazeVIEW. Please utilize those so that you won't have to spend time writing as we cover each slide. The more you can listen in class, rather than writing, the better (in my opinion).
- Communicate when you do not understand or grasp course content.
- Be respectful in class. The classroom should be a place where students can share ideas and different points of view. It is not necessary to agree, but it is necessary to listen respectfully.

Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

ADDITIONAL RESOURCES

- As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>

- If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team: 1) For more information about the BIT Team at <https://www.valdosta.edu/administration/student-affairs/bit.php>; 2) Email your concern to vsubmit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>
- Offices Here to Help You on Campus
- Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services—tutoring, supplemental instruction, counseling, and more—which is available both in person and online.
 - For tutoring: Academic Support Center <https://www.valdosta.edu/asc/>
 - For library resources: Odum Library <https://www.valdosta.edu/academics/library/>
 - For counseling: VSU's Counseling Center <https://www.valdosta.edu/student/student-services/counseling-center/>
 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
 - For classroom accommodations: VSU's Access Office <https://www.valdosta.edu/student/disability/>
 - For food and clothing assistance: VSU CARES <https://www.valdosta.edu/vsucares/>
 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSHS	NEW Course Number: <i>(Consult #s in the catalog)</i>	3250
Proposed NEW Course Title:	Integrative Pathophysiology II		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Integrative Pathophys II		
Prerequisite(s):	Prerequisites: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3300, HSHS 4300, and HSHS 4400.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisites: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3300, HSHS 4300, and HSHS 4400. This course provides an in-depth examination of the pathophysiology of the immunity, musculoskeletal, and neurological systems. Emphasis will be placed on understanding physiological disruptions at the cellular and tissue level, as well as their impact on function and mobility.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

This course will help students better understand advanced anatomy and physiology, the pathology behind disease as well as survey a variety of medical diseases. I am seeking to create this course to replace our current HSHS 3100 (Kinesiology) course and to pull content from HSHS 4050 (Principles of Musculoskeletal Exam). The content of these two courses are much too specific as it targeted students seeking a career in physical therapy or occupational therapy. The intent of our program is to prepare students in the healthcare field from a broad perspective regarding the anatomy, physiology, and conditions associated with the musculoskeletal and neurological systems.

We have noted over the period of several years that students continue to struggle with the most basic content from anatomy and physiology, and we hope this course will assist in bridging that knowledge gap. This knowledge gap has contributed to high D, F, W rates, the inability of students to understand and critically think about the content from HSHS 3100 and HSHS 4050. In addition, we have seen an increase in students taking Anatomy and Physiology at other institutions where they may not be experiencing the rigor required of the courses in our major.

Additionally, it will address program outcomes associated with:

1. Apply knowledge of human anatomy, physiology, and pathophysiology to identify health problems, diseases, and the role of healthcare professionals in addressing health and wellness.
2. Collect, interpret, and apply health-related data to identify needs and recommend improvements in population health.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK KASPAK	<i>[Signature]</i>	9/23/25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Michelle R. Ritt	Michelle R. Ritt	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

HSHS 3250: Integrative Pathophysiology II
Semester:
3 Semester Hours
College of Nursing and Health Sciences
School of Health Sciences
Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) WITH a webcam for testing purposes.
 - Exam testing for this course requires the student to have a laptop or tablet with Respondus LockDown browser downloaded and potentially utilize Webcam monitoring (in the event it is necessary to utilize the webcam).
 - Quizzes given can be completed using a tablet or laptop.
- **Online resource:** Gould, B.E. and Dyer, R. M. (2011) Pathophysiology for the Health Professions. St. Louis, Missouri: Saunders Elsevier. This free resource can be found at <http://repository.stikesrspadgs.ac.id/103/1/Pathophysiology%20for%20the%20Health%20Professions-737hlm.pdf> .
- BlazeVIEW is used to access course materials, including a course schedule.
- To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.
- IT provides a list of recommended technologies at: <https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).

COURSE DESCRIPTION

This course provides an in-depth examination of the pathophysiology of the musculoskeletal and neuromuscular systems. Emphasis will be placed on understanding physiological disruptions, as well as their impact on function and mobility.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Explain the normal anatomical and physiological functions of the musculoskeletal and neuromuscular systems.
2. Describe the underlying cellular, biochemical, and systemic mechanisms of pathophysiological changes in musculoskeletal and neuromuscular disorders.
3. Identify the etiology, risk factors, and progression of common and clinically significant conditions related to musculoskeletal and neuromuscular disorders.
4. Analyze the clinical signs and symptoms associated with specific pathologies and relate them to underlying physiological disturbances.
5. Evaluate the functional impact of these disorders on movement, strength, coordination, and daily activities.
6. Discuss current and emerging treatment approaches based on an understanding of disease mechanisms and progression.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Lecture
2. Exams: There are multiple exams as well as a comprehensive final exam
3. Quizzes (in BlazeView)
4. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.**

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading "Getting Started". From the landing page, select "Calculate Your Course Grade".

COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. **University attendance policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for**

the class. If the University or the USG deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student's responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

Missed Quiz Policy: Missed quizzes will not be reopened and cannot be made up. If you miss a quiz, you will receive a zero for that quiz.

Exams Policy: Exams must be taken in the testing window provided for the exam. Students must enter the exam prior to the exam window closing. The exam window closes 10 minutes after the beginning of class. For example, an 8 am exam closes at 8:15 am. This means that BlazeVIEW closes the exam at 8:15:00 am. Students must be in the exam (put in password and have questions open by 8:14:59). Students who cannot access the exam within the testing window must follow the missed exam policy. Students must follow the exams protocol (see BlazeVIEW). Failure to follow the exams protocol will result in a zero (0) for the exam or an F for the course.

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Final Exam Policy: University policy states that "A copy of the final examination schedule is included as a part of each semester's published Registration Guide and on the Registrar's Office website. Each faculty member is required to use the specified schedule for final examinations and assessment." **Therefore, the student's only option if they cannot complete the final at the scheduled time is to complete a request for a grade of incomplete with the Office of the Registrar.** This form can be located at; <https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf>.

Missing Grades: ALL makeup assignments and exams **MUST** be submitted prior to the last day of classes for the semester at 11:59 pm. Assignments submitted after noon on the last day of classes will not be considered for grading nor count toward the students' final grade for the course.

Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. ****Schedule is tentative and may be subject to change.***

Week 1-3: Unit 1

Week 4-7: Unit 2

Week 8: Escape Room activity

Week 9-12: Unit 3

Week 13-15: Unit 4

Final Exam date is posted in BlazeVIEW under “Announcements”

STUDENT OPINION OF INSTRUCTION

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

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Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU’s Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NONDISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual’s sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

ACADEMIC INTEGRITY

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

VSU’s Academic Student Conduct Code states that “no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student’s own.” Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is

another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

It is the instructor's prerogative to apply an academic (grade) sanction. For a potential disciplinary sanction, the instructor will submit an Academic Integrity Report (AIR) online to the Student Conduct Office. This report remains on file; if a second report is filed on the same student, then that student may face disciplinary action through the Student Conduct Office.

CLASSROOM DEMEANOR AND CONDUCT

In addition to the VSU Student Handbook, the instructor expects that students...

- Arrive early to class and be prepared.
- Attend class every day AND be engaged in class (participate in discussions, answer questions posed by the instructor).
- Listen attentively.
- Ask questions as needed in class.
- AVOID distractions.
 - TURN OFF your phone during class. If you are expecting an emergency phone call, place it on silent and quietly step out of class if needed to answer.
 - Avoid side conversations in class.
- Take notes. PowerPoints are provided in BlazeVIEW. Please utilize those so that you won't have to spend time writing as we cover each slide. The more you can listen in class, rather than writing, the better (in my opinion).
- Communicate when you do not understand or grasp course content.
- Be respectful in class. The classroom should be a place where students can share ideas and different points of view. It is not necessary to agree, but it is necessary to listen respectfully.

Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

ADDITIONAL RESOURCES

- As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>

- If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team: 1) For more information about the BIT Team at <https://www.valdosta.edu/administration/student-affairs/bit.php>; 2) Email your concern to vsubit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>
- Offices Here to Help You on Campus
- Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services—tutoring, supplemental instruction, counseling, and more—which is available both in person and online.
 - For tutoring: Academic Support Center <https://www.valdosta.edu/asc/>
 - For library resources: Odum Library <https://www.valdosta.edu/academics/library/>
 - For counseling: VSU's Counseling Center <https://www.valdosta.edu/student/student-services/counseling-center/>
 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
 - For classroom accommodations: VSU's Access Office <https://www.valdosta.edu/student/disability/>
 - For food and clothing assistance: VSU CARES <https://www.valdosta.edu/vsucares/>
 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSHS	NEW Course Number: <i>(Consult #s in the catalog)</i>	3400
Proposed NEW Course Title:	Mental Health and Wellness		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Mental Health and Wellness		
Prerequisite(s):	Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3900, HSHS 4450, and HSHS 4600.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3900, HSHS 4450, and HSHS 4600. This course offers an in-depth exploration of mental health within the context of healthcare practice. The course explores the recognition, management, and mental health needs across diverse patient populations as well as the importance of integrated, person-centered care.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

This course will replace HSHS 4050 (Principles of Musculoskeletal Examination). The content from HSHS 4050 is being pulled into the new course HSHS 3200 (Integrative Pathophysiology I). That leaves a space open for a new class in our major. We have long felt that a missing component within our major was mental health and wellness. The 2020 statistics from the National Alliance on Mental Illness show that mental illness is a growing trend that is impacting healthcare:

- 1 in 5 experience a mental illness and out of those 34% received treatment in the past year.
- 1 in 20 experience a serious mental illness and of those, 50% received treatment in the past year.
- 1 in 15 experience both a substance-use disorder and mental illness.

The Health Sciences program prepares students to pursue advanced medical degrees that most often include patient care in a clinical setting. Providing a course on mental health and wellness will allow these future practitioners to have a foundational knowledge of mental health and wellness.

This will help us meet the following program learning outcomes:

1. Demonstrate an understanding of key mental health conditions, mental health support systems, and the role of healthcare professionals in addressing mental health.
2. Collect, interpret, and apply health-related data to identify needs and recommend improvements in population health.
3. Use evidence-based approaches to solve problems in health promotion, disease prevention, and health care delivery.
4. Design, implement, and evaluate health programs and initiatives (e.g., wellness programs, public education campaigns).
5. Advocate for health equity, community well-being, and evidence-informed public policy.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to course content.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>M. J. Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle R. Her	<i>Michelle R. Her</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College:

Select One.

Department(s):

HSHS 3400: Mental Health and Wellness
Semester:
3 Semester Hours
College of Nursing and Health Sciences
School of Health Sciences
Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) **WITH** a webcam for testing purposes.
 - Exam testing for this course requires the student to have a laptop or tablet with Respondus LockDown browser downloaded and potentially utilize Webcam monitoring (in the event it is necessary to utilize the webcam).
 - Quizzes given can be completed using a tablet or laptop.
- **Online resources:**
 - National Institute of Mental Health: <https://www.nimh.nih.gov/>
 - National Alliance of Mental Illness: <https://www.nami.org/support-education/mental-health-education/>
 - Mental Health America Position Statements: <https://mhanational.org/position-statements/>
- BlazeVIEW is used to access course materials, including a course schedule.
- To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.
- IT provides a list of recommended technologies at:
<https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).

COURSE DESCRIPTION

This course offers an in-depth exploration of mental health and mental illness within the context of healthcare practice. Designed for healthcare professionals, the course emphasizes the recognition, assessment, and management strategies of common mental health conditions encountered in clinical settings. Students will gain a foundational understanding of the biological, psychological, and social determinants of mental health, along with the impact of stigma, cultural considerations, and health

disparities. The course also explores the mental health needs of diverse patient populations and the importance of integrated, person-centered care.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Define key concepts related to mental health, mental illness, and psychological well-being within historical, social, and cultural contexts.
2. Recognize common mental health disorders, using signs and symptoms.
3. Explain the biological, psychological, and social factors that contribute to the development and progression of mental health conditions.
4. Recognize the impact of stigma, discrimination, and social determinants on individuals living with mental illness.
5. Identify the roles of various healthcare professionals in the prevention, assessment, and treatment of mental health conditions.
6. Discuss current approaches to mental health care, including pharmacological, psychotherapeutic, and community-based interventions.
7. Examine ethical and legal considerations in mental health practice, including patient rights and confidentiality.
8. Reflect on personal attitudes and beliefs about mental health and how these may influence professional practice.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS

1. Lecture
2. Class Discussion
3. Exams: There are multiple exams as well as a comprehensive final exam
4. Quizzes
5. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.**

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COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. **University attendance policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for the class.** If the University or the USG deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student's responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

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Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. **Schedule is tentative and may be subject to change.*

Week 1-3: Unit 1

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CLASSROOM DEMEANOR AND CONDUCT

In addition to the VSU Student Handbook, the instructor expects that students...

- Arrive early to class and be prepared.
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- Listen attentively.
- Ask questions as needed in class.
- AVOID distractions.
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- Communicate when you do not understand or grasp course content.
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Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

ADDITIONAL RESOURCES

- As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>
- If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team: 1) For more information about the BIT Team at <https://www.valdosta.edu/administration/student-affairs/bit.php>; 2) Email your concern to vsubit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>
- Offices Here to Help You on Campus
- Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services—tutoring, supplemental instruction, counseling, and more—which is available both in person and online.
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 - For counseling: VSU's Counseling Center <https://www.valdosta.edu/student/student-services/counseling-center/>
 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
 - For classroom accommodations: VSU's Access Office <https://www.valdosta.edu/student/disability/>
 - For food and clothing assistance: VSU CARES <https://www.valdosta.edu/vsucares/>
 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSHS	NEW Course Number: <i>(Consult #s in the catalog)</i>	3500
Proposed NEW Course Title:	Physical Activity and Health		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Physical Activity and Health		
Prerequisite(s):	Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3850, HSHS 4500, and HSHS 4700.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3850, HSHS 4500, and HSHS 4700. This course provides healthcare professionals with a comprehensive understanding of the role of physical activity in health and well-being. The course explores the social, political, and economic influences on physical activity.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

Most Health Science(s) degrees are seeking to create a broader foundation for students who are pursuing the advanced degrees required for various medical fields. This course will combine content from the current HSHS 4100 (Fitness Strength and Conditioning) and the HSHS 4650 (Exercise Programming) courses. These courses were intended to prepare students who might want to pursue a career in Strength and Conditioning. By 2030, students must seek a Certified Strength and Conditioning Specialist certification must graduate from a strength and conditioning-related program accredited by the NCSA-approved accrediting agency, CASCE. We are phasing these courses out because our program is not accredited by the CASCE.

The content related to exercise is still valuable as research has shown that physical activity can prevent and improve chronic medical conditions. We feel there is value and applicability in this content for students who intend to seek employment in the healthcare setting.

This will address the following program learning outcomes:

1. Demonstrate a foundational understanding of human anatomy, physiology, and pathophysiology as they relate to health and disease.
2. Collect, interpret, and apply health-related data to identify needs and recommend improvements in population health.
3. Design, implement, and evaluate health programs and initiatives (e.g., wellness programs, public education campaigns).

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

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

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

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to the course content.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J KASPER	<i>MJ Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle R. Her	<i>Michelle R. Her</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading “Getting Started”. From the landing page, select “Calculate Your Course Grade”.

COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. **University attendance policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for the class.** If the University or the USG deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student’s responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

Missed Quiz Policy: Missed quizzes will not be reopened and cannot be made up. If you miss a quiz, you will receive a zero for that quiz.

Exams Policy: Exams must be taken in the testing window provided for the exam. Students must enter the exam prior to the exam window closing. The exam window closes 10 minutes after the beginning of class. For example, an 8 am exam closes at 8:15 am. This means that BlazeVIEW closes the exam at 8:15:00 am. Students must be in the exam (put in password and have questions open by 8:14:59). Students who cannot access the exam within the testing window must follow the missed exam policy. Students must follow the exams protocol (see BlazeVIEW). Failure to follow the exams protocol will result in a zero (0) for the exam or an F for the course.

Missed Exams Policy: The student must contact the instructor immediately upon missing an exam. Makeup exams must be taken in the Office of Testing, which is located in the University Center, Room 4167. Makeup exam will be taken with a laptop computer using Respondus Lockdown Browser. **The format of the exam is at the discretion of the instructor; the format will not exactly duplicate the original exam provided.** To make an appointment in the Office of Testing for the makeup exam use the following link: <https://www2.registerblast.com/valdosta/Exam/List>.

Final Exam Policy: University policy states that “A copy of the final examination schedule is included as a part of each semester’s published Registration Guide and on the Registrar’s Office website. Each faculty member is required to use the specified schedule for final examinations and assessment.” **Therefore, the student’s only option if they cannot complete the final at the scheduled time is to complete a request for a grade of incomplete with the Office of the Registrar.** This form can be located at; <https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf>.

Missing Grades: **ALL** makeup assignments and exams **MUST** be submitted prior to the last day of classes for the semester at 11:59 pm. Assignments submitted after noon on the last day of classes will not be considered for grading nor count toward the students’ final grade for the course.

Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. ****Schedule is tentative and may be subject to change.***

Week 1-3:

Week 4-7:

Week 8:

Week 9-12:

Week 13-15:

Final Exam date is posted in BlazeVIEW under “Announcements”

STUDENT OPINION OF INSTRUCTION

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

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU’s Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NONDISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual’s sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSHS	NEW Course Number: <i>(Consult #s in the catalog)</i>	4200
Proposed NEW Course Title:	Survey of US Healthcare Systems and Policy		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Surv US Hlthcare Sys and Policy		
Prerequisite(s):	Prerequisites: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3000, HSHS 3200, and HSHS 3600.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisites: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3000, HSHS 3200, and HSHS 3600. This course provides an overview of the organization, delivery, and financing of healthcare in the United States, with emphasis on healthcare policy, regulation, and reform. The course explores the roles of providers, payers, and government in shaping access, cost, and quality of care.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

This course will replace our HSHS 3700 (Principles of Pharmacology and Diagnostic Testing) which currently contains some of this content. Currently, HSHS 3700 is more tailored with content that is suitable for students who want to pursue nursing, physician assistant, or medical school as a major. There is some carry over into other healthcare professionals, but with the advanced degrees we are seeing students pursue, a change of content has benefits. We want to broaden the coursework in Health Sciences to make it applicable to students seeking any advanced degree in the healthcare setting.

A survey of other health science degree programs is providing broader knowledge about the healthcare system. This would provide all students in Health Sciences an understanding of how the US healthcare system is structured and how it compares to other global healthcare structures. Currently this content is contained in our Introduction to Healthcare Professional Practice course, but there is not enough time to provide students with the breadth of information they need in

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this content area. We believe that this course containing content on healthcare policy will impact all healthcare fields and therefore be impactful to any of the students in our program. This will help students understand how health policy affects patient healthcare overall and within certain areas like public health, mental and behavioral health, as well as global health.

This course will address learning outcomes associated with:

1. Explain the structure, function, and financing of health care systems, including public health institutions and health policy frameworks.
2. Understand key legal, ethical, and regulatory issues relevant to health care delivery, health data, and public health programs.
3. Explain the structure, function, and financing of health care systems, including public health institutions and health policy frameworks.
4. Use evidence-based approaches to solve problems in health promotion, disease prevention, and health care delivery.
5. Design, implement, and evaluate health programs and initiatives (e.g., wellness programs, public education campaigns).
6. Advocate for health equity, community well-being, and evidence-informed public policy.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	M.J. Kasper	9-22-25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Michelle R. Hester	Michelle R. Hester	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			

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

HSHS 4200: Survey of US Healthcare Systems and Policy

Semester:

3 Semester Hours

College of Nursing and Health Sciences

School of Health Sciences

Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) **WITH** a webcam for testing purposes.
 - Exam testing for this course requires the student to have a laptop or tablet with Respondus LockDown browser downloaded and potentially utilize Webcam monitoring (in the event it is necessary to utilize the webcam).
 - Quizzes given can be completed using a tablet or laptop.
- **Online resource:** Valaitis, K. (2023) Exploring the US Healthcare System. Pensacola, FL: University of West Florida Pressbooks. This free resource can be found at <https://pressbooks.uwf.edu/ushealthcaresystem/>.
- BlazeVIEW is used to access course materials, including a course schedule.
- To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.
- IT provides a list of recommended technologies at: <https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).

COURSE DESCRIPTION

This course provides a comprehensive overview of the structure, function, and evolution of the United States healthcare delivery system. Students will explore the key components of healthcare—including hospitals, outpatient services, long-term care, public health, and managed care—and examine how these entities interact within a complex, fragmented system. Emphasis is placed on the roles of healthcare providers, insurers, policymakers, and patients. Topics include healthcare financing, access and quality of care, disparities, healthcare reform, and the challenges of balancing cost, quality, and access in a rapidly changing environment. The course also compares the U.S. system to international models to highlight its unique characteristics and shortcomings.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Describe the structure and function of the U.S. healthcare delivery system, including its major components, institutions, and stakeholders.
2. Explain the historical development of healthcare in the United States and how it has shaped current policies and delivery systems.
3. Analyze the financing mechanisms of healthcare in the U.S., including private insurance, Medicare, Medicaid, and managed care models.
4. Evaluate the effectiveness of healthcare delivery using criteria such as access, cost, quality, and equity.
5. Compare the U.S. healthcare system to other international models to understand its strengths and limitations.
6. Identify and discuss health disparities and the social determinants of health that contribute to unequal access and outcomes.
7. Examine the impact of health policy and reform efforts (e.g., the Affordable Care Act) on healthcare delivery and population health.
8. Understand the key components and stakeholders in healthcare policy.
9. Analyze the influence of political systems and ideologies on healthcare decisions.
10. Evaluate health policy using economic, ethical, and evidence-based frameworks.
11. Examine the roles of federal, state, and local governments in health policy.
12. Understand global perspectives on health policy and reform.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS

1. Lecture
2. Exams: There are multiple exams as well as a comprehensive final exam
3. Quizzes (in BlazeView)
4. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.**

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading “Getting Started”. From the landing page, select “Calculate Your Course Grade”.

COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. **University attendance policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for the class.** If the University or the USG deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student’s responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

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Final Exam Policy: University policy states that “A copy of the final examination schedule is included as a part of each semester’s published Registration Guide and on the Registrar’s Office website. Each faculty member is required to use the specified schedule for final examinations and assessment.” **Therefore, the student’s only option if they cannot complete the final at the scheduled time is to complete a request for a grade of incomplete with the Office of the Registrar.** This form can be located at; <https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf>.

Missing Grades: **ALL** makeup assignments and exams **MUST** be submitted prior to the last day of classes for the semester at 11:59 pm. Assignments submitted after noon on the last day of classes will not be considered for grading nor count toward the students’ final grade for the course.

Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. **Schedule is tentative and may be subject to change.*

Week 1-3: Unit 1

Week 4-7: Unit 2

Week 8: Escape Room activity

Week 9-12: Unit 3

Week 13-15: Unit 4

Final Exam date is posted in BlazeVIEW under “Announcements”

STUDENT OPINION OF INSTRUCTION

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

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NONDISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual’s sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

ACADEMIC INTEGRITY

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

VSU's Academic Student Conduct Code states that "no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own." Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

It is the instructor's prerogative to apply an academic (grade) sanction. For a potential disciplinary sanction, the instructor will submit an Academic Integrity Report (AIR) online to the Student Conduct Office. This report remains on file; if a second report is filed on the same student, then that student may face disciplinary action through the Student Conduct Office.

CLASSROOM DEMEANOR AND CONDUCT

In addition to the VSU Student Handbook, the instructor expects that students...

- Arrive early to class and be prepared.
- Attend class every day AND be engaged in class (participate in discussions, answer questions posed by the instructor).
- Listen attentively.
- Ask questions as needed in class.
- AVOID distractions.
 - TURN OFF your phone during class. If you are expecting an emergency phone call, place it on silent and quietly step out of class if needed to answer.
 - Avoid side conversations in class.
- Take notes. PowerPoints are provided in BlazeVIEW. Please utilize those so that you won't have to spend time writing as we cover each slide. The more you can listen in class, rather than writing, the better (in my opinion).
- Communicate when you do not understand or grasp course content.
- Be respectful in class. The classroom should be a place where students can share ideas and different points of view. It is not necessary to agree, but it is necessary to listen respectfully.

Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

ADDITIONAL RESOURCES

- As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>
- If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team: 1) For more information about the BIT Team at <https://www.valdosta.edu/administration/student-affairs/bit.php>; 2) Email your concern to vsubit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>
- Offices Here to Help You on Campus
- Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services—tutoring, supplemental instruction, counseling, and more—which is available both in person and online.
 - For tutoring: Academic Support Center <https://www.valdosta.edu/asc/>
 - For library resources: Odum Library <https://www.valdosta.edu/academics/library/>
 - For counseling: VSU's Counseling Center <https://www.valdosta.edu/student/student-services/counseling-center/>
 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
 - For classroom accommodations: VSU's Access Office <https://www.valdosta.edu/student/disability/>
 - For food and clothing assistance: VSU CARES <https://www.valdosta.edu/vsucares/>
 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	HSHS	NEW Course Number: (Consult #s in the catalog)	4400
Proposed NEW Course Title:	Ethical Issues in Healthcare		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Ethical Iss in Healthcare		
Prerequisite(s):	Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3250, HSHS 3300, and HSHS 4300.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3250, HSHS 3300, and HSHS 4300. This course introduces students to the ethical principles and dilemmas commonly encountered in healthcare practice and policy. Students will explore key concepts such as autonomy, beneficence, non-maleficence, and justice, and apply them to real-world issues.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

This course will replace the HCAD 4000 (Legal and Ethical Issues in Healthcare Administration) course. Currently, this content is taught by the College of Business Administration with a focus on the healthcare administration aspect. The Health Sciences program does not prepare students for healthcare administration, but rather the pursuit of advanced degrees in healthcare that most often include patient care in a clinical setting. We feel that a course on ethics geared toward clinical practice will be more beneficial for students.

I have spoken with students over a period of several years and the consensus was that this course was not useful in its present state. We also need to pull these 3 credit hours back in for our Health Sciences faculty to teach for load purposes. We envision broadening this content to be useful to students seeking a wide array of advanced medical degrees across several settings.

This course will address the following program learning outcomes:

1. Understand key legal, ethical, and regulatory issues relevant to health care delivery, health data, and public health programs.
2. Demonstrate a commitment to ethical practice and lifelong learning in the health sciences.

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

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

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


Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to the course content.

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

 Valdosta State University – NEW COURSE Form			
<ul style="list-style-type: none"> Request for a NEW COURSE 			
Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	MJ Kasper	9-22-25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Michelle Ritter	Michelle Ritter	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Business Administration	Department(s):	Accounting

HSHS 4400: Ethical Issues in Healthcare
Semester:
3 Semester Hours
College of Nursing and Health Sciences
School of Health Sciences
Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) **WITH** a webcam for testing purposes.
 - **Exam testing for this course requires the student to have a laptop or tablet with Respondus LockDown browser downloaded and potentially utilize Webcam monitoring (in the event it is necessary to utilize the webcam).**
 - **Quizzes given can be completed using a tablet or laptop.**
- **Online resources:**
 - **Lategan, L.O.K. and Van Zyl, G.J.. (2017): Healthcare Ethics for Healthcare Practitioners. Baltimore, Maryland: Johns Hopkins University Press.**
https://yourhomeworksolutions.com/wp-content/uploads/edd/2020/09/donald_a._barr___introduction_to_us_health_policy___the_or_ganization___financing___and_delivery_of_health_care_in_america_johns_hopkins_universi.pdf
 - **Lowey, E.H. and Lowey R.S. (2004): Textbook of Healthcare Ethics. New York, NY: Kluwer Academic Publishers. <http://ndl.ethernet.edu.et/bitstream/123456789/68455/1/160.pdf>**
- **BlazeVIEW is used to access course materials, including a course schedule.**
- **To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.**
- **IT provides a list of recommended technologies at:**
<https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- **As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).**

COURSE DESCRIPTION

This course introduces students to the ethical principles and dilemmas commonly encountered in healthcare practice and policy. Students will explore key concepts such as autonomy, beneficence, non-

maleficence, and justice, and apply them to real-world issues including informed consent, end-of-life care, reproductive rights, allocation of scarce resources, and professional-patient relationships. Through case studies, discussions, and ethical frameworks, students will develop critical thinking skills to analyze complex moral questions and make reasoned ethical decisions in a healthcare context.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Define and explain key ethical principles and theories relevant to healthcare, including autonomy, beneficence, non-maleficence, and justice.
2. Identify and analyze ethical issues that arise in a variety of healthcare settings and situations.
3. Apply ethical decision-making frameworks to real-world healthcare dilemmas, using critical thinking and structured reasoning.
4. Evaluate the ethical responsibilities of healthcare professionals, including duties to patients, institutions, and society.
5. Discuss the ethical implications of key topics such as informed consent, confidentiality, end-of-life care, reproductive rights, and resource allocation.
6. Examine the role of culture, religion, and diversity in shaping ethical beliefs and decision-making in healthcare.
7. Recognize the ethical challenges posed by emerging technologies and public health interventions.
8. Communicate ethical positions clearly and respectfully, both orally and in writing, while considering opposing viewpoints.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIRMENTS

1. Lecture
2. Class Discussion
3. Exams: There are multiple exams as well as a comprehensive final exam
4. Quizzes
5. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.**

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading “Getting Started”. From the landing page, select “Calculate Your Course Grade”.

COURSE POLICIES

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Week 8:

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Week 13-15:

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 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
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 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

**Dept. Initiating
Request:**

Health Sciences

Requestor's Name: Stacey Brunston

**Requestor's
Role:**

Faculty

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

HSHS

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

4450

Proposed NEW Course Title:

Community and Public Health

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

Community and Public Health

Prerequisite(s):

Prerequisite: Completion of Progression Requirements of Professional Program.
Co-requisites: HSHS 3400, HSHS 3900, and HSHS 4600.

Lecture Hours: 3

Lab/Contact Hours: 0

Credit Hours: 3

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

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3400, HSHS 3900, and HSHS 4600. This course provides an overview of public health principles, practices, and systems tailored for healthcare professionals. The course emphasizes the role of healthcare providers in addressing public health challenges, reducing health disparities, and improving community health outcomes.

Program Level:

Course Classification:

**Semester to be
Effective:**

**Year to be
Effective:**

**Estimated Frequency of
Course Offering:**

- ☒ Undergraduate
☐ Graduate

- ☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

- ☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

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

This course will replace the HSHS 4650 (Principles of Therapeutic Interventions) course. The content in the HSHS 4650 already contains some content related to interventions associated with public health. Additionally, it contains some specific interventions related solely to orthopedic conditions and building rehabilitation interventions. This content is focused on students pursuing an advanced degree in physical therapy or occupational therapy. Some of our students seeking future employment in the other areas of the healthcare setting may not use the current content.

Community and public health are not content areas that were fully addressed in our major. Creating a course on public health would be helpful to all students seeking employment in healthcare. Gaining a foundational understanding of how public health fits into the overall healthcare system will benefit students. There are also entry-level positions that students graduating with a degree in Health Sciences could fill in Public Health. Therefore, this content may provide our graduates with an advantage when pursuing those positions.

This will address the following program learning outcomes:

1. Explain the social, cultural, behavioral, economic, and environmental determinants of health across diverse populations.
2. Demonstrate knowledge of health research methods, epidemiology, and statistics to assess population health.
3. Understand key legal, ethical, and regulatory issues relevant to health care delivery, health data, and public health programs.
4. Collect, interpret, and apply health-related data to identify needs and recommend improvements in population health.
5. Design, implement, and evaluate health programs and initiatives (e.g., wellness programs, public education campaigns).

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to course content.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J KASPER	MJ Kasper	9-22-25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Michelle R. Her	Michelle R. Her	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

HSHS 4450: Community and Public Health
Semester:
3 Semester Hours
College of Nursing and Health Sciences
School of Health Sciences
Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) **WITH** a webcam for testing purposes.
 - **Exam testing for this course requires the student to have a laptop or tablet with Respondus LockDown browser downloaded and potentially utilize Webcam monitoring (in the event it is necessary to utilize the webcam).**
 - **Quizzes given can be completed using a tablet or laptop.**
- **Online resource:** Public Health 101 Series from the CDC. This free resource can be found at <https://www.cdc.gov/training-publichealth101/php/index.html> .
- **BlazeVIEW** is used to access course materials, including a course schedule.
- To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.
- **IT provides a list of recommended technologies at:**
<https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- **As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices** (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).

COURSE DESCRIPTION

This course provides an overview of the principles, practices, and scope of community and public health in the United States and globally. Students will explore the social, cultural, economic, environmental, and policy factors that influence population health, as well as strategies used to promote health and prevent disease at the community level. Topics include health disparities, health promotion, epidemiology, health education, public health systems, and the role of healthcare professionals in supporting community well-being. Emphasis is placed on applying public health concepts to real-world issues, fostering critical thinking, and understanding how collaborative, evidence-based approaches improve health outcomes for diverse populations.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Explain the core concepts, history, and functions of community and public health in the U.S. and global contexts.
2. Analyze the social, cultural, economic, political, and environmental determinants of health that impact populations.
3. Apply basic principles of epidemiology and health promotion to assess and address community health issues.
4. Evaluate public health programs, policies, and interventions designed to improve health outcomes and reduce disparities.
5. Demonstrate an understanding of the roles and responsibilities of public health professionals in interdisciplinary and community-based settings.
6. Develop strategies for engaging and educating diverse populations to promote health and prevent disease.
7. Communicate public health information effectively through written, oral, and visual formats tailored to varied audiences.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Lecture
2. Exams: There are multiple exams as well as a comprehensive final exam
3. Quizzes (in BlazeView)
4. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.**

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading "Getting Started". From the landing page, select "Calculate Your Course Grade".

COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. **University attendance policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for the class.** If the University or the USG deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student's responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

Missed Quiz Policy: Missed quizzes will not be reopened and cannot be made up. If you miss a quiz, you will receive a zero for that quiz.

Exams Policy: Exams must be taken in the testing window provided for the exam. Students must enter the exam prior to the exam window closing. The exam window closes 10 minutes after the beginning of class. For example, an 8 am exam closes at 8:15 am. This means that BlazeVIEW closes the exam at 8:15:00 am. Students must be in the exam (put in password and have questions open by 8:14:59). Students who cannot access the exam within the testing window must follow the missed exam policy. Students must follow the exams protocol (see BlazeVIEW). Failure to follow the exams protocol will result in a zero (0) for the exam or an F for the course.

Missed Exams Policy: The student must contact the instructor immediately upon missing an exam. Makeup exams must be taken in the Office of Testing, which is located in the University Center, Room 4167. Makeup exam will be taken with a laptop computer using Respondus Lockdown Browser. **The format of the exam is at the discretion of the instructor; the format will not exactly duplicate the original exam provided.** To make an appointment in the Office of Testing for the makeup exam use the following link: <https://www2.registerblast.com/valdosta/Exam/List>.

Final Exam Policy: University policy states that "A copy of the final examination schedule is included as a part of each semester's published Registration Guide and on the Registrar's Office website. Each faculty member is required to use the specified schedule for final examinations and assessment." **Therefore, the student's only option if they cannot complete the final at the scheduled time is to complete a request for a grade of incomplete with the Office of the Registrar.** This form can be located at; <https://www.valdosta.edu/academics/registrar/documents/incomplete-form-updated.pdf>.

Missing Grades: **ALL** makeup assignments and exams **MUST** be submitted prior to the last day of classes for the semester at 11:59 pm. Assignments submitted after noon on the last day of classes will not be considered for grading nor count toward the students' final grade for the course.

Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. ***Schedule is tentative and may be subject to change.**

Week 1-3: Unit 1

Week 4-7: Unit 2

Week 8-12: Unit 3

Week 13-15: Unit 4

Final Exam date is posted in BlazeVIEW under “Announcements”

STUDENT OPINION OF INSTRUCTION

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

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NONDISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

ACADEMIC INTEGRITY

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the [Academic Integrity Policy](#) as set forth in the [Student Code of Conduct](#) and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

VSU's Academic Student Conduct Code states that "no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own." Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

It is the instructor's prerogative to apply an academic (grade) sanction. For a potential disciplinary sanction, the instructor will submit an Academic Integrity Report (AIR) online to the Student Conduct Office. This report remains on file; if a second report is filed on the same student, then that student may face disciplinary action through the Student Conduct Office.

CLASSROOM DEMEANOR AND CONDUCT

In addition to the VSU Student Handbook, the instructor expects that students...

- Arrive early to class and be prepared.
- Attend class every day AND be engaged in class (participate in discussions, answer questions posed by the instructor).
- Listen attentively.
- Ask questions as needed in class.
- AVOID distractions.
 - TURN OFF your phone during class. If you are expecting an emergency phone call, place it on silent and quietly step out of class if needed to answer.
 - Avoid side conversations in class.
- Take notes. PowerPoints are provided in BlazeVIEW. Please utilize those so that you won't have to spend time writing as we cover each slide. The more you can listen in class, rather than writing, the better (in my opinion).
- Communicate when you do not understand or grasp course content.
- Be respectful in class. The classroom should be a place where students can share ideas and different points of view. It is not necessary to agree, but it is necessary to listen respectfully.

Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

ADDITIONAL RESOURCES

- As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities.

VSU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>

- If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team: 1) For more information about the BIT Team at <https://www.valdosta.edu/administration/student-affairs/bit.php>; 2) Email your concern to vsubit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>
- Offices Here to Help You on Campus
- Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services—tutoring, supplemental instruction, counseling, and more—which is available both in person and online.
 - For tutoring: Academic Support Center <https://www.valdosta.edu/asc/>
 - For library resources: Odum Library <https://www.valdosta.edu/academics/library/>
 - For counseling: VSU's Counseling Center <https://www.valdosta.edu/student/student-services/counseling-center/>
 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
 - For classroom accommodations: VSU's Access Office <https://www.valdosta.edu/student/disability/>
 - For food and clothing assistance: VSU CARES <https://www.valdosta.edu/vsucares/>
 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of
Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HSHS	NEW Course Number: <i>(Consult #s in the catalog)</i>	4700
Proposed NEW Course Title:	Healthcare Information Systems		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Healthcare Information Systems		
Prerequisite(s):	Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3500, HSHS 3850, and HSHS 4500.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3500, HSHS 3850, and HSHS 4500. An introduction to healthcare informatics with emphasis on electronic health records, data management, and decision support systems. Students explore how informatics improves healthcare delivery, quality, and patient outcomes while addressing privacy, security, and policy considerations.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

This course will replace Exercise Programming (HSHS 4650). We are combining the content from HSHS 4650 (Exercise Programming) and HSHS 4100 (Fitness, Strength, and Conditioning Techniques) into a new course, HSHS 3500 (Physical Activity and Health). These courses were intended to prepare students who might want to pursue a career in Strength and Conditioning. By 2030, students must seek a Certified Strength and Conditioning Specialist certification must graduate from a strength and conditioning-related program accredited by the NCSA-approved accrediting agency, CASCE. We are phasing these courses out because our program is not accredited by the CASCE.

The faculty feels that our students would benefit from this course which can address medical documentation, record security, and electronic medical records as this is widely used in all healthcare settings. In addition, with the emergence of Artificial Intelligence in the medical setting, this would be a course where that content could also be addressed.

This course will address the following learning outcomes:

1. Critically assess the impact of emerging technologies (e.g., AI, telehealth, big data analytics) on healthcare systems and patient care.
2. Collect, interpret, and apply health-related data to identify needs and recommend improvements in population health.
3. Understand informatics tools and how they enhance clinical workflows, quality improvement, and evidence-based practice.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to course content.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>MJ Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle R. R. R.	<i>Michelle R. R. R.</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

HSHS 4700: Healthcare Information Systems
Semester:
3 Semester Hours
College of Nursing and Health Sciences
School of Health Sciences
Valdosta State University

Instructor

REQUIRED TEXT/RESOURCES/TECHNOLOGY

- **REQUIRED:** This course requires an electronic device (laptop or tablet) **WITH** a webcam for testing purposes.
 - Exam testing for this course requires the student to have a laptop or tablet with Respondus LockDown browser downloaded and potentially utilize Webcam monitoring (in the event it is necessary to utilize the webcam).
 - Quizzes given can be completed using a tablet or laptop.
- **Online resources:**
 - Winter, A., Ammenwerth, E., Haux, R., Marschollek, M., Steiner, B., & Jahn, RF. (2023): Health Information Systems: Technology and Management Perspectives. Springer.
<https://link.springer.com/content/pdf/10.1007/978-3-031-12310-8.pdf>
- BlazeVIEW is used to access course materials, including a course schedule.
- To use course applications, students must have access to a laptop or computer, preferably with a webcam and mic. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.
- IT provides a list of recommended technologies at:
<https://www.valdosta.edu/administration/it/helpdesk/personal-devices/recommended-technologies.php>.
- As a VSU student, you may download and install Microsoft Office 365 on up to 5 personal devices (<https://www.valdosta.edu/administration/it/helpdesk/employee-resources/employee-services/work-at-home-tech-guide.php>).

COURSE DESCRIPTION

This course introduces students to the field of healthcare informatics, emphasizing the role of information systems and technology in supporting healthcare delivery, decision-making, and population health. Students will explore the integration of health information technologies such as electronic health records (EHRs), health information exchanges, telehealth, mobile applications, and data analytics tools. The course examines how informatics supports clinical practice, enhances patient safety, strengthens care coordination, and improves quality outcomes.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Explain the fundamental concepts of healthcare informatics, including data, information, and knowledge management in healthcare settings.
2. Describe the structure, functions, and applications of electronic health records (EHRs), clinical decision support systems, and health information exchanges.
3. Analyze the impact of healthcare informatics on patient safety, quality of care, and healthcare delivery systems.
4. Summarize key laws, regulations, and ethical considerations related to health information (e.g., HIPAA, HITECH).
5. Understand the role of Artificial Intelligence in the healthcare setting.
6. Recognize the importance of data security, privacy, and ethical responsibility in managing patient health information.
7. Appreciate the role of interprofessional collaboration in implementing healthcare informatics solutions.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Lecture
2. Class Discussion
3. Exams: There are multiple exams as well as a comprehensive final exam
4. Quizzes
5. Project

COURSE EVALUATION

Exams, Project (60%)

Quizzes (10%)

In-class activities (10%)

Final Comprehensive Exam (20%)

****Final course grades are NOT rounded. A 79.999 is a 79.**

Grading Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 0-59

****ALL course requirements (with the exception of the final exam) must be completed and submitted for grading by 11:59 pm on the last day of classes as posted by the University for the current semester in order to be counted towards the student's final grade for the course. Missing course requirements will be counted as a zero towards the student's final grade.**

HOW TO CALCULATE YOUR GRADE: Grades are posted in BlazeVIEW. Instructions for how to calculate your grade can be found in BlazeVIEW under the heading "Getting Started". From the landing page, select "Calculate Your Course Grade".

COURSE POLICIES

Attendance Policy: Students are expected to attend face-to-face instruction. It is your responsibility as the student to arrive to class early and be prepared to learn and participate in class. **University attendance policy states that nine (20%) or more absences may result in the student receiving a failing grade (F) for the class.** If the University or the USG deems that the mode of instruction (face-to-face, HyFlex, Virtual, etc.) should be altered, then the mode will change.

Missed Course Content Policy: It is the student's responsibility to obtain any missed class work or information discussed in class from a peer student. Online lectures are posted in BlazeView.

Missed Quiz Policy: Missed quizzes will not be reopened and cannot be made up. If you miss a quiz, you will receive a zero for that quiz.

Exams Policy: Exams must be taken in the testing window provided for the exam. Students must enter the exam prior to the exam window closing. The exam window closes 10 minutes after the beginning of class. For example, an 8 am exam closes at 8:15 am. This means that BlazeVIEW closes the exam at 8:15:00 am. Students must be in the exam (put in password and have questions open by 8:14:59). Students who cannot access the exam within the testing window must follow the missed exam policy. Students must follow the exams protocol (see BlazeVIEW). Failure to follow the exams protocol will result in a zero (0) for the exam or an F for the course.

Missed Exams Policy: The student must contact the instructor immediately upon missing an exam. Makeup exams must be taken in the Office of Testing, which is located in the University Center, Room 4167. Makeup exam will be taken with a laptop computer using Respondus Lockdown Browser. **The format of the exam is at the discretion of the instructor; the format will not exactly duplicate the original exam provided.** To make an appointment in the Office of Testing for the makeup exam use the following link: <https://www2.registerblast.com/valdosta/Exam/List>.

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Missing Grades: **ALL** makeup assignments and exams **MUST** be submitted prior to the last day of classes for the semester at 11:59 pm. Assignments submitted after noon on the last day of classes will not be considered for grading nor count toward the students' final grade for the course.

Final Course Grade: Please be aware that there are NO extra credit opportunities for the course. Final grades are NOT rounded at the end of the semester.

SCHEDULE OF ACTIVITIES OR ASSIGNMENTS

All dates for assignments, activities, and exams are posted in BlazeVIEW in the announcements section of the course landing page. ****Schedule is tentative and may be subject to change.***

Week 1-3:

Week 4-7:

Week 8:

Week 9-12:

Week 13-15:

Final Exam date is posted in BlazeVIEW under "Announcements"

STUDENT OPINION OF INSTRUCTION

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

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NONDISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>.

ACADEMIC INTEGRITY

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

VSU's Academic Student Conduct Code states that "no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own." Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

It is the instructor's prerogative to apply an academic (grade) sanction. For a potential disciplinary sanction, the instructor will submit an Academic Integrity Report (AIR) online to the Student Conduct Office. This report remains on file; if a second report is filed on the same student, then that student may face disciplinary action through the Student Conduct Office.

CLASSROOM DEMEANOR AND CONDUCT

In addition to the VSU Student Handbook, the instructor expects that students...

- Arrive early to class and be prepared.
- Attend class every day AND be engaged in class (participate in discussions, answer questions posed by the instructor).
- Listen attentively.
- Ask questions as needed in class.
- AVOID distractions.
 - TURN OFF your phone during class. If you are expecting an emergency phone call, place it on silent and quietly step out of class if needed to answer.
 - Avoid side conversations in class.
- Take notes. PowerPoints are provided in BlazeVIEW. Please utilize those so that you won't have to spend time writing as we cover each slide. The more you can listen in class, rather than writing, the better (in my opinion).
- Communicate when you do not understand or grasp course content.
- Be respectful in class. The classroom should be a place where students can share ideas and different points of view. It is not necessary to agree, but it is necessary to listen respectfully.

Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

Important: As the instructor of this course, I reserve the privilege to modify the educational experiences or topics dependent upon the progress and ability of the students taking this course.

ADDITIONAL RESOURCES

- As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities.

VSU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://www.valdosta.edu/blazer-wellness/mental-health.php>

- If you, or someone you know, needs support, is distressed, or exhibits concerning behavior, help by making a referral to the BIT Team. The VSU BIT Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your professor, I may contact the BIT Team to seek support for you. I encourage you to fill out a referral if you or a classmate are in need of help. There are several ways to contact the BIT Team: 1) For more information about the BIT Team at <https://www.valdosta.edu/administration/student-affairs/bit.php>; 2) Email your concern to vsubit@valdosta.edu; or 3) Fill out the anonymous Concerning Behavior Reporting Form at <https://www.valdosta.edu/administration/student-affairs/student-conduct-office/our-services.php>
- Offices Here to Help You on Campus
- Research (and experience!) shows that students are more successful when they seek out help and support when they face challenges. VSU offers a full range of services—tutoring, supplemental instruction, counseling, and more—which is available both in person and online.
 - For tutoring: Academic Support Center <https://www.valdosta.edu/asc/>
 - For library resources: Odum Library <https://www.valdosta.edu/academics/library/>
 - For counseling: VSU's Counseling Center <https://www.valdosta.edu/student/student-services/counseling-center/>
 - For career exploration and on-campus employment opportunities: Office of Career Opportunities <https://www.valdosta.edu/student/student-services/career-services/>
 - For classroom accommodations: VSU's Access Office <https://www.valdosta.edu/student/disability/>
 - For food and clothing assistance: VSU CARES <https://www.valdosta.edu/vsucares/>
 - For on-campus medical assistance: VSU Student Health Services <https://www.valdosta.edu/administration/student-affairs/student-health/>
 - For safety: University Police <https://www.valdosta.edu/administration/finance-admin/police/>



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

Dept. Initiating Request:

Health Sciences

Requestor's Name: Stacey Brunston

Requestor's Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix and Number: HSHS 3000

Course Prefix and Number:

Course Title: Introduction to Healthcare Professional Practice

Course Title:

Introduction to Healthcare Practice

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites:

Prerequisite: Completion of Health Sciences Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3100, 3600, 3700, and 3900.

Pre-requisites:

Prerequisite: Completion of Health Sciences Progression Requirements. Co-requisites: HSHS 3200, HSHS 3600, and HSHS 4200.

CURRENT Course Description:

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

An introduction to healthcare professions and the various elements and components of each healthcare profession that makes it unique. Students are provided with information necessary to find employment in each healthcare profession. Emphasis will include training requirements, job responsibilities, salaries, and elements specific to each health profession.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

This is simply an alteration of the co-requisites that are part of this block of courses. With the addition of new courses, the co-requisites need to be updated. The title update is to simply take the term Professional out of the course title as we have a course entitled Professionalism and Leadership in Healthcare. It just helps to simplify the title of this course.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK KASPER	<i>Mark Kasper</i>	9/22/25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle Ritz	<i>Michelle Ritz</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

Dept. Initiating
Request:

Health Sciences

Requestor's
Name: Stacey Brunston

Requestor's
Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix
and Number: HSHS 3300

Course Prefix
and Number:

Course Title: Health Assessment and Promotion

Course Title:

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: Completion of
Progression Requirements of
Professional Program. Co-requisites:
HSEP 3360, HSHS 4300, and NUTR
3100.

Pre-requisites: Completion of
Progression Requirements of
Professional Program. Co-requisites:
HSHS 3250, HSHS 4300, and HSHS
4400.

CURRENT Course Description:

This course is an introduction to the process of systematic and comprehensive health data collection and assessment across the lifespan. Emphasis is placed on strategies for interpersonal communication as well as gathering and assessment of data from examination techniques. Also focuses on the examination of a patient's health risk and provision of interventions to promote healthy lifestyle behaviors and disease prevention.

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

This course is an introduction to the process of *systematic and* comprehensive health data collection and assessment across the lifespan. Emphasis is placed on strategies *for interpersonal communication, as well as gathering and assessment of data from examination techniques.* Also focuses on the examination of a patient's health risk, and *the* provision of interventions to promote healthy lifestyle behaviors and disease prevention.

Program Level:

Course Classification:

Semester to be
Effective:

Year to be
Effective:

Estimated Frequency of
Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

☒ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

This is simply an alteration of the co-requisites that are part of this block of courses. With the addition of new courses, that needs to be updated.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. Kasper	<i>Mark J. Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle R. Her	<i>Michelle R. Her</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

Dept. Initiating Request:

Health Sciences

Requestor's Name: Stacey Brunston

Requestor's Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix and Number: HSEP 3360

Course Prefix and Number: HSHS 3850

Course Title: Chronic Disease Epidemiology

Course Title: Foundations of Epidemiology

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites:

Prerequisite: Acceptance to the Exercise Physiology Program.

Pre-requisites:

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3500, HSHS 4500, and HSHS 4700.

CURRENT Course Description:

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

Introduction to the distribution and determinants of chronic diseases in the population. Causal relationships laying the groundwork for programs of prevention and control emphasized. Commonly used epidemiological statistics and research methods discussed.

[This course introduces the fundamental principles and methods of epidemiology. Emphasis is placed on evaluating study designs, interpreting basic statistical measures, as well as the distribution and determinants of health and disease.](#)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☒ Spring
☐ Summer

2026

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

We are seeking to change the course prefix and number since this is a course only taught in the Health Sciences major. At one time it was taught in both Exercise Physiology and Health Sciences but was removed from Exercise Physiology's major requirements. Therefore, it will not impact that area. A change in the course prefix will streamline advising for students and administrative tasks for faculty (graduation applications, proof schedules for the program, etc.). We are also seeking to update the course description to better reflect what we are teaching and how it will fit into the changes to our Health Sciences program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to the course content.

**Valdosta State University - REVISED COURSE Form**

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>MJ Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle Rutter	<i>Michelle Rutter</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

Dept. Initiating Request:

Health Sciences

Requestor's Name: Stacey Brunston

Requestor's Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix and Number: HSHS 3600

Course Prefix and Number:

Course Title: Medical and Healthcare Terminology

Course Title:

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites:

Prerequisite: Completion of Progression Requirements of Professional Program and Departmental Approval. Co-requisites: HSHS 3000, 3100, 3700, and 3900.

Pre-requisites:

Prerequisite: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3000, HSHS 3200, and HSHS 4200.

CURRENT Course Description:

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

An introduction to terminology used in medical and other allied healthcare environments.

[This course introduces students to the language of medicine, focusing on the word roots, prefixes, suffixes, and abbreviations commonly used in healthcare settings. Students will also learn to interpret, spell, and pronounce medical terms. Emphasis is placed on building a working medical vocabulary to support effective communication in clinical environments.](#)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

This is simply an alteration of the co-requisites that are part of this block of courses. With the addition of new courses, that needs to be updated. In addition, we are adjusting the course description to give a more specific understanding of the course content.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to the course content.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>Mark J. Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle Ritter	<i>Michelle Ritter</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

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

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/19/2025

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Health Sciences
Requestor's Name:	Stacey Brunston	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	HSHS 3800	Course Prefix and Number:	HSHS 4600
Course Title:	Evidence Based Practice in Healthcare	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	Prerequisites: Completion of Progression Requirements of Professional Program. Corequisites: HCAD 4000, HSHS 4050, 4650, and 4300.	Pre-requisites:	Prerequisites: Completion of Progression Requirements of Professional Program. Co-requisites: HSHS 3400, HSHS 3900, and HSHS 4450.

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
An introduction to various essential concepts and components associated with the evidence-based practice process in health-related professions,.	This course introduces students to the principles and application of evidence-based practice within the healthcare setting. Emphasis is placed on he process to formulate clinical questions, conduct literature reviews, critically appraise research studies, and apply findings to healthcare topics in order to improve patient outcomes.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2027	Twice per Year

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

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

This course utilizes higher order and critical thinking that is beyond a 3000-level course and therefore we are asking that the course number be changed to a 4000-level course. In addition, the course description needs to

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be altered to reflect the course requirements. Co-requisite courses also need to be updated with the addition of new courses in the major.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, special projects related to course content.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>[Signature]</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>[Signature]</i>	9/23/25
Dean/Director	Michelle R. H.	<i>[Signature]</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

**Dept. Initiating
Request:**

Health Sciences

**Requestor's
Name:** Stacey Brunston

**Requestor's
Role:**

Faculty

CURRENT:

REQUESTED: *(list only items to be changed)*

**Course Prefix
and Number:** HSHS 3900

**Course Prefix
and Number:**

Course Title: Current Trends and Issues in
Healthcare

Course Title:

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites:

Prerequisite: Completion of
Progression Requirements of
Professional Program and
Departmental Approval. Co-
requisites: HSHS 3000, 3100, 3500,
and 3700.

Pre-requisites:

Prerequisite: Completion of
Progression Requirements of
Professional Program. Co-
requisites: HSHS 3400, HSHS 4450,
and HSHS 4600.

CURRENT Course Description:

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

An exploration of current issues and trends in
healthcare to include issues across the lifespan.

[This course provides an analysis of contemporary trends,
challenges, and emerging issues shaping the healthcare
landscape. The course emphasizes the impact of these
current trends and issues on clinical practice, patient
outcomes, and the overall healthcare systems.](#)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

We have changed other courses in the major which impacts the course co-requisites with this course. In addition, we would like to the course description to better reflect the course content.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, special projects related to course content.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	M. J. Kasper	9-22-25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Michelle R. Ho	Michelle R. Ho	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

Dept. Initiating
Request:

Health Sciences

Requestor's
Name: Stacey Brunston

Requestor's
Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix
and Number: HSHS 4300

Course Prefix
and Number:

Course Title: Professionalism and Healthcare

Course Title:

Professionalism and Leadership in
Healthcare

Lecture Hours: 3

Lecture Hours:

Lab/Contact
Hours: 0

Lab/Contact
Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: Prerequisite: Completion of
Progression Requirements of
Professional Program. Co-
requisites: HSEP 3360, HSHS 3300,
and NUTR 3100.

Pre-requisites: Prerequisite: Completion of
Progression Requirements of
Professional Program. Co-
requisites: HSHS
3250, HSHS 3300, and HSHS 4400.

CURRENT Course Description:

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

The course provides students with information related to identifying and developing professional behaviors in healthcare professions. Information regarding assessing professional behavior and challenging unprofessional behavior will be addressed,.

The course provides students with information related to identifying and developing professional behaviors in healthcare professions. Information regarding assessing professional behavior and challenging unprofessional behavior will be addressed,.

This course explores the core values, behaviors, and expectations that define professionalism and leadership in the healthcare environment. Emphasis is placed on developing the attitudes and skills necessary to build trust, demonstrate integrity, and uphold professional standards in diverse healthcare settings.

Program Level:

Course Classification:

Semester to be
Effective:

Year to be
Effective:

Estimated Frequency
of Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

The course title change reflects new content in the area that we believe is integral to healthcare professional practice. Additionally, the co-requisites for this block of courses have changed and the catalog needs to reflect those changes. The course description needed updating to provide a better description of the specific course content.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to the course content.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>MJ Kasper</i>	9-22-25
College/Division Executive Committee	Stacey Brunston	<i>Stacey Brunston</i>	9/23/25
Dean/Director	Michelle R. H.	<i>Michelle R. H.</i>	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

09/19/2025

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

College: College of Nursing and Health Sciences

Dept. Initiating
Request:

Health Sciences

Requestor's
Name: Stacey Brunston

Requestor's
Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix
and Number: HSHS 4500

Course Prefix
and Number:

Course Title: Communication and Cultural
Competence in Healthcare

Course Title:

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

3

Credit Hours:

Pre-requisites: Prerequisite: Completion of
Progression Requirements of
Professional Program. Co-requisites:
HSHS 3350 and 4100.

Pre-requisites: Prerequisite: Completion of
Progression Requirements of
Professional Program. Co-requisites:
HSHS 3350, HSHS 3850, and HSHS
4700.

CURRENT Course Description:

Introduces students to the fundamental principles for the effective communication with patients, families, and significant others of the patient. The course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. Effective communication has been shown to be central to patient satisfaction, professional satisfaction patient adherence to treatment plans, and positive outcomes for the patient. Additional exploration of how cultural backgrounds of patients and providers impact the healthcare encounter. Examines how clinical healthcare settings and organizations can act as barriers to providing effective services to diverse communities.

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

Introduces students to the fundamental principles for *the* effective communication with [patients and caregivers in a healthcare setting](#), *families, and significant others of the patient*. The course focuses on patient-centered approaches for promoting, improving, and maintaining dialogue with patients. *Effective communication has been shown to be central to patient satisfaction, professional satisfaction patient adherence to treatment plans, and positive outcomes for the patient*. Additional [areas of focus include the](#) exploration of how cultural backgrounds of patients and providers impact the healthcare encounter. *Examines how clinical healthcare settings and organizations can act as barriers to providing effective services to diverse communities*.

Program Level:

Course Classification:

Semester to be
Effective:

Year to be
Effective:

Estimated Frequency of
Course Offering:

☒ Undergraduate
☐ Graduate

☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

☒ Fall
☐ Spring
☐ Summer

2026

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

The co-requisites for this block of courses have changed and the catalog needs to reflect those changes. In addition, we wanted to update the course description to better reflect course content.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

SOIs, program surveys, and alumni surveys will be used to measure whether this course assisted the student in meeting educational outcomes related to course content. Materials in the course that specifically measure the program outcomes will include exams, assignments, and special projects related to the course content.

**Valdosta State University - REVISED COURSE Form**

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	M.J. Kasper	9-22-25
College/Division Executive Committee	Stacey Brunston	Stacey Brunston	9/23/25
Dean/Director	Michelle Ritter	Michelle Ritter	10/6/25
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

Select One.

Department(s):



Valdosta State University Curriculum Form

- Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission:

09/17/2025

College:

College of Nursing and Health Sciences

Dept. Initiating Request:

Health Sciences

Requestor's Name:

Michael Webster

Requestor's Role:

Faculty

List of Courses
(or the program or track)

(Example: CLASS 1111 Introduction to Class)

HSEP 6080. Exercise Electrocardiography. 3 h
HSEP 6160. Exercise Psychology. 3 h
HSEP 7010. Advanced Exercise Physiology. 3 h
HSEP 7020. Advanced Exercise Physiology II. 3 h
HSEP 7060. Advanced Exercise Physiology laboratory. 3 h
HSEP 7100. Advanced Pathophysiology. 3 h
HSEP 7120. Environmental and Occupational Physiology. 3 h.
HSEP 7170. Advanced Exercise Testing & Prescription for Special Populations. 3h
HSEP 7200. Exercise and Nutrition as Medicine. 3 h
HSEP 7400. Applied Sport Science in Human Performance. 3 h
HSEP 7950. Exercise Physiology Internship. 3 h
HSEP 7990. Directed Study in Exercise Physiology. 1-3 h
HSEP 7999. Thesis. 3 h

☒ Deactivate Course(s)

☐ Reactivate Course(s)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☐ Undergraduate

☒ Graduate

☐ Core IMPACTS

☒ Major Requirement

☐ Elective

☐ Fall

☐ Spring

☐ Summer

2026

Select One.

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

Exercise Physiology graduate program was previously deactivated on the direction of Provost Smith.

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Source of Data to Support Change (select one or more of the following and provide appropriate narrative below):

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



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	MARK J. KASPER	<i>MJ Kasper</i>	9-23-25
College/Division Executive Committee			
Dean/Director	Michelle Ritter	<i>Michelle Ritter</i>	9-23-25
Graduate Executive Committee (for graduate course)	Becky K. daCruz	Becky K. daCruz	10/17/2025
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	
Academic Committee			

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

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

College:

Select One.

Department(s):